

INSPECTION REPORT

HURST GREEN PRIMARY SCHOOL

Halesowen

LEA area: Dudley

Unique reference number: 103807

Headteacher: Mrs A. Partridge

Reporting inspector: Julian Sorsby
14042

Dates of inspection: 2nd – 5th July 2001

Inspection number: 192594

Full 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: 5 to 11

Gender of pupils: Mixed

School address: Narrow Lane
Halesowen
West Midlands

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Lisa Roddis

Date of previous inspection: 24th February 1997

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Team members			Subject responsibilities	Aspect responsibilities
14042	J. Sorsby	Registered inspector		Information about the school The school's results and pupils' achievements How well are pupils taught? How well the school is led and managed? What the school should do to improve further?
13762	N. Shelley	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
18703	C. Canniff	Team inspector	Information and communication technology Music Physical education Equality of opportunity Provision for pupils with special educational needs	
30128	S. Stanley	Team inspector	English Geography History Religious education	
23010	L. Watson	Team inspector	Science Areas of learning for children in the foundation stage	How good are the curricular and other opportunities offered to pupils?
19386	T. Watts	Team inspector	Mathematics Art and design Design and technology Provision for pupils with English as an additional language	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hurst Green Primary School is a large primary school, situated in an area of middle income housing in Halesowen, in the West Midlands. There are 384 pupils on roll, compared to the average size of primary schools in England, which is 243 pupils. The number on roll has grown since the last inspection and continues to grow. Fifty-six pupils have their ethnic origins outside Britain, the largest single group being from India. Thirty-one pupils speak English as an additional language, all pupils speaking English fluently. Eight per cent of pupils have special educational needs, which is well below the national average and 0.3 per cent have statements of special educational needs, which is also below average. Pupils' attainment on entry to the school is below expectations for their age. Pupils' socio-economic background is judged to be average

HOW GOOD THE SCHOOL IS

This is a good school. Pupils enter the school with standards below expectations. As a consequence of good and often very good teaching, test results indicate that by the age of seven, their standards have risen to the average for similar schools in reading and writing and well above average in mathematics. Work seen indicates that pupils continue to make good progress in Key Stage 2 and that their current standards are in line with national averages in English, mathematics and science. Teaching is good, with one in three lessons being very good or better. The school's leadership and management are good, and the governing body is very effective. Pupils achieve satisfactorily in the Foundation Stage and well in the rest of the school. The school provides good value for money.

What the school does well

- The quality of teaching is good overall, and often very good or better.
- Pupils have good attitudes to learning, behave well and are enthusiastic about the school.
- The school provides a good curriculum in both key stages and has effective strategies for teaching literacy and numeracy.
- The school has an effective governing body, head and deputy head teachers and key staff.
- It provides well for the care and welfare of pupils and is very effective in promoting all aspects of their personal development, including their spiritual, social and moral development.
- There is an effective partnership between parents and the school, which benefits pupils' learning.
- The school has good ways of assessing pupils in English, mathematics and science and uses the information well to help learning.

What could be improved

- Attainment in English, mathematics and science at Key Stage 2, especially the overall performance of the school in national tests.
- The teaching of language and number skills in the foundation stage and provision for higher attaining pupils at Key Stage 1.
- The monitoring of teaching, planning and the curriculum, the role of subject and phase co-ordinators and the time available for them to carry out their role.
- The quality of assessment and the use of assessment data in subjects other than English, mathematics and science. Marking of pupils' work could be more informative, particularly in Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, which took place in February 1997, there have been many improvements and only one area of deterioration. Foremost has been an improvement in the quality of teaching, particularly in English, mathematics, science, information and communications technology (ICT), religious education and geography. In science there are better opportunities for pupils to plan and carry out investigations. Pupils are making better progress in all these subjects, although because their standards on joining the school are lower than at the time of the last report, this is not always evident from the standards they achieve. There have been marked improvements in standards achieved in information and communications technology and art and design. Resources are better in ICT, religious education, mathematics and design and technology, and in outdoor areas such as the school's conservation area and the facilities for younger children. The care of pupils has improved in many respects including the procedures for assessment in English, mathematics and science and the use made of data to help set targets for pupils with special educational needs. The number of support staff has increased. The curriculum is of a higher quality with better provision for pupils' personal, spiritual, moral, social and cultural development. Pupils' rate of attendance has improved as has the role parents play in the life of the school. Leadership and management are more effective with consistent implementation of whole school policies and better management of pupils' behaviour. School development planning has improved considerably. However, in the foundation stage there is now less opportunity for children to work independently and make own choices, and their learning of language and number skills is unsatisfactory.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	C	D	D	well above average A above average B average C below average D well below average E
mathematics	C	D	D	D	
science	D	C	D	E	

Children joining reception have levels of attainment that are below those expected of children of their age. By the time they begin the National Curriculum, their literacy, language and mathematical skills are still below average. Children's knowledge and understanding of the world and their personal, social and emotional development all meet expected standards, while their physical and creative development is above expectations. Pupils make good progress in Key Stage 1 and by the age of seven their test results in reading, writing and mathematics have improved and are average for similar schools in reading and writing and well above average in mathematics. In Key Stage 2, work seen indicates that pupils continue to make good progress, and their current standards in English, mathematics and science are as expected for eleven-year olds. This was not reflected in the national tests for Year 6 pupils in 2000, the most recent results for which comparative data is available. These pupils' results were below average for similar schools in English and mathematics and well below in science. This was primarily as a consequence of severe staffing disruption during their time at school, which affected these pupils particularly. These

problems have been solved, and early indications of the 2001 results indicate considerable improvement.

Pupils' standards are above expectations in ICT at KS2 and in design technology and art and design at both key stages. In ICT at Key Stage 1 and religious education, music, physical education, geography and history at both key stages, standards are in line with expectations. In ICT the higher than expected standards at Key Stage 2 are a consequence of the very good teaching of the subject throughout both key stages and the consistently good progress being achieved by pupils.

Overall, in relation to their attainment on entry to the school, pupils are achieving well. During the period of staffing difficulties the trend in the school's results in English, mathematics and science at Key Stage 2 has been lower than the national trend.

In 2001 the school met its targets for the proportion of pupils achieving Level 4 and above at Key Stage 2 in English and exceeded its target in mathematics. Targets for the year 2002, are realistic and likely to be achieved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very proud and enthusiastic about their school.
Behaviour, in and out of classrooms	Very good. All members of the school community have high expectations of each other's behaviour.
Personal development and relationships	Pupils display strong and appropriate values based on the ethos of the school. They develop into responsible young adults. Relationships between pupils and with adults are excellent.
Attendance	Good. Attendance rates are above average. There is no unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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.

Teaching is satisfactory in the Foundation Stage and good for the rest of the school. The teaching of English and literacy is very good, while that for mathematics and numeracy is good. The teaching of information and communications technology is also a strength. Further strengths include teachers' management of pupils, their high expectations of pupils and the frequency of very good planning. Good support is given to pupils with special educational needs. Planning for the needs of more able pupils is good. Children's earlier work and their standards indicate that a particular weakness is the teaching of basic skills such as speaking, listening and numbers to children under five years old.

A total of 75 lessons or parts of lessons were observed. In the Foundation Stage, 14 per cent of teaching was very good and 15 per cent was good. The remainder was satisfactory. In Key Stage 1, 24 per cent of teaching was very good or better and 52 per cent was good.

The remainder was satisfactory. One excellent lesson was seen. In Key Stage 2, 40 per cent of teaching was very good or excellent and 49 per cent was good. The remainder was satisfactory. Five excellent lessons were observed. No unsatisfactory teaching was seen throughout the inspection.

Teachers are skilled at meeting the needs of all pupils other than in the foundation stage, where there is too little opportunity for some children to extend their language and number skills. Children's learning in the Foundation Stage is, however, satisfactory overall. In the rest of the school, learning is greatly helped by the clarity of learning objectives set out for pupils by teachers. As a consequence of teachers' good management of pupils and the interesting way they present lessons, pupils work hard, concentrate well and their productivity is good. Pupils learn well because teachers' knowledge of the subjects they are teaching is good and by adopting effective teaching methods they maintain pupils' interest. Teachers' marking of pupils' work does not always sufficiently inform pupils how they can improve their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in the Foundation Stage and good in the rest of the school. The school is effective in providing the full breadth of the National Curriculum. The National Literacy and Numeracy Strategies are fully established. There are good links between subjects and good use is made of the local community to enhance the curriculum.
Provision for pupils with special educational needs	There is good provision to ensure that all pupils are provided with work appropriate to their ability, and make similar progress to all other pupils.
Provision for pupils with English as an additional language	Although there are a large number of pupils for whom English is an additional language, all speak fluently and no special provision is needed at this time. Good plans are in place to meet future needs, should these arise.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and social development is very good, and is well founded in the teaching of many subjects and in the enjoyment and wonder pupils experience in their lessons. Provision for pupils' cultural development is good, but is not as well integrated in the broader curriculum.
How well the school cares for its pupils	Procedures for pupils' welfare and pastoral care are very good as are those to monitor and support attendance and behaviour. Procedures to assess pupils knowledge and ability and the use of the data collected are good in the English, mathematics and science core subjects but unsatisfactory in all other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The leadership and management by the headteacher and deputy headteacher have resulted in many changes and improvements in the school. Insufficient non-teaching time is available to phase and subject co-ordinators to further develop their role or to hold and carry out appropriate responsibilities.
How well the governors fulfil their responsibilities	Very good. Ably supported by the headteacher the governors fulfil their responsibilities with commitment and dedication. Governors are very well informed.
The school's evaluation of its performance	The school efficiently evaluates its performance, and plans and implements appropriate actions. These are well founded in the very good school development plan.
The strategic use of resources	The school makes good use of all resources available to it and achieves good value in its purchasing and use of resources.
Adequacy of staffing, accommodation and learning resources	The school is well staffed with appropriately qualified teachers and non teaching staff to meet the needs of the curriculum and the pupils. The availability of accommodation and learning resources is good.

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 quality of teaching. • Teachers' high expectations of pupils. • The progress that pupils make. • The standard of pupils' behaviour. • The help that pupils receive to become mature and responsible. • Their children like school. 	<ul style="list-style-type: none"> • The range of extra curricular activities. • Information about pupils' progress. • The amount of homework. • The school to work more closely with parents.

Inspectors agree with all the positive views expressed by parents but not all of their concerns. The range of extra curricular activities is judged to be good overall. Inspectors agree that annual school reports do not give sufficient information about pupils' attainment, either in relation to their own targets or to national expectations in each subject. The school has already agreed to parents' request for a further consultation evening, each spring term. The amount of homework is judged to be satisfactory overall and to usefully supplement lessons. Inspectors judge that the school makes very good efforts to work closely with parents. There is daily access to teachers, parents are encouraged to support the school in a variety of ways, the school seeks the views of parents and has demonstrated that it tries to meet parents' needs and requests.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children start school with levels of attainment that are below expectations for their age in all areas of learning. By the time they begin the National Curriculum, their literacy, language and mathematical skills are still below average. Children's knowledge and understanding of the world, and their personal, social and emotional development all meet expected standards by the time they start the National Curriculum. Their physical and creative development are above expectations.

2. In the national tests sat by Year 2 pupils in 2000, attainment in reading and writing was above the national average and in line with the average for similar schools. The proportion of pupils achieving the expected Level 2 or above was above the national average. In reading, the proportion achieving the higher than expected Level 3 was above the national average, while in writing it was just below the national average. In both reading and writing boys performed better than girls. Given their low attainment on joining the school, these results represent good achievement by pupils. The standards achieved by current Year 2 pupil as exemplified by work seen, is in line with expectations for their age.

3. By the age of eleven, the pupils who sat the national tests in 2000 achieved results in English that were below the national average and the average for similar schools. This was as a result of two factors. Firstly, the cohort was not of a high standard overall. Secondly, this particular cohort had several changes of teachers in a short period, and their standards suffered as a consequent in English and other subjects. The standards of work seen during the inspection indicate that the current Year 6 pupils are achieving standards in line with national expectations.

4. In mathematics, national tests sat by pupils in Years 2 and 6 in the year 2000 indicate that the attainment of pupils at the age of seven years was well above expectations, and that pupils at the age of eleven were attaining below expectations. However, work observed during the inspection indicates that current Year 2 and 6 pupils are attaining in line with national expectations at the ages of seven and eleven. Overall, the achievements of most pupils are satisfactory when considering their prior attainment. Statistics indicate that boys attained better than girls in 2000, although there is no evidence of this in the work of pupils at present.

5. Lower attaining pupils make good progress, as do those of average ability. Some more able pupils make only satisfactory progress. By the time they leave the school, most pupils have developed good numeracy skills, being able to work with percentages and fractions, use calculators for a limited range of tasks, and manipulate numbers by adding, subtracting, multiplying and dividing. Their skills in other aspects of mathematics, such as measuring space, time and distance, and handling data to make and interpret graphs, are not as well developed.

6. Attainment in science is average at the end of both key stages. In 2000, attainment at the end of Key Stage 1, based on teacher assessment, was above national averages. The number of pupils achieving Level 3 was well above the national average. The results in the 2000 national tests at the end of Key Stage 2 showed that attainment was below the national average, with the proportion of pupils achieving the higher than average Level 5 also being below the national average. The standards achieved by current Year 6 pupils has

improved and work seen is in line with expectations for their age. Given their low starting point, current pupils in Years 2 and 6 are achieving well.

7. Pupils attain well in art and design in both key stages and their standards are above those expected for their ages. Given their level of creative ability when they commence Key Stage 1, this represents good achievement in both key stages. Pupils make good progress. They plan and produce their work with care, and take pride and pleasure in the quality of the finished item, for example, a picture, clay tile, woven mat or printed fabric. They skilfully use brushes and paints, clay and plasticine, different kinds of pens and pencils, charcoal and chalk, to produce portraits and sketches, mats, pots and vases that are of good quality.

8. In both key stages pupils attain well in design and technology, and their standards are above expectations for their ages. They make good progress and achieve well. They design small individual projects and participate in whole-class endeavours, becoming more and more careful in their work as they develop more complex ideas. They use a good range of tools and materials, including clay and salt-dough, paper and card, and recycled “junk” materials. They assemble items such as bird boxes using pre-cut wooden sections, and complicated fairground rides using construction kits.

9. In both geography and history, little teaching and learning was observed due to timetable restrictions. However, on the basis of other evidence collected, including pupils’ past work, displays and discussion with the coordinator, standards are judged to be in line with national expectations at the end of both key stages.

10. Since the last inspection the school has made good progress in improving the skills and the levels of attainment for both seven- and eleven-year-olds in information and communication technology (ICT). By the end of Key Stage 1 pupils are achieving standards in line with national expectations, despite their below average attainment on joining the school. As a consequence of the consistently very good teaching they receive throughout the school and the good progress they make, by the end of Key Stage 2, pupils achieve standards that are above national expectations.

11. The standards achieved in music, by the end of both key stages, are broadly in line with national expectations. Standards are similar to those reported at the last inspection. Pupils make satisfactory progress in the development of their musical skills and ability to create their own music. The quality of singing, though satisfactory, is variable and not enough is done to develop the tone quality.

12. Throughout the school, standards achieved in physical education are in line with expectations. Pupils in both key stages develop and extend their skills, such as throwing and catching, which they then apply to a variety of games and performances. They make good progress in dance as they effectively combine creative ideas and physical skills.

13. Standards throughout the school in religious education are in line with the expectations of the locally agreed syllabus.

14. Thirty-one pupils speak English as an additional language. All speak fluently, and all make similar good progress to all other pupils. Pupils with special educational needs make good progress. Teachers and classroom assistants satisfactorily support them in classrooms. The progress of pupils with behavioural difficulty, which was unsatisfactory at the time of the last inspection, is now satisfactory. This is due to an increase in the number of trained classroom assistants who support these pupils in lessons. When pupils receive direct teaching from the special needs teacher either in the classroom or when withdrawn

from the classroom as a booster group they make good progress due to the very good teaching.

15. Although often planned for, there is little evidence of higher attaining pupils in Key Stage 1 being given the opportunity to extend their knowledge and understanding. Consequently their progress is unsatisfactory. In Key Stage 2, more able pupils make good progress. Overall, children's achievement in the Foundation Stage is satisfactory but because of their low starting point and some weaknesses in their learning of basic language and number skills, the standard of their work seen is below expectations for their ages. In the remainder of the school the standard of work is satisfactory, and given their starting point, pupils are achieving well.

Pupils' attitudes, values and personal development

16. Pupils are extremely proud and enthusiastic about their school. Their behaviour and personal development are very good. Attendance is good. Standards have improved since the previous inspection. Parents are pleased with pupils' behaviour and personal development.

17. Pupils enjoy school very much. Some older pupils told inspectors that they like all their lessons because their teachers make them so interesting. They appreciated very much the extra help they received to prepare for the National Curriculum tests. They like assemblies and value the personal, social and health education lessons. They say that the school is very caring and they feel part of a very friendly, close and sharing community.

18. Pupils' attitudes towards the school, their work and others are very positive. They do their best and take pride in their and others' achievements. When a visitor presented awards to pupils in an assembly all pupils expressed their pleasure with enthusiastic applause. They took great interest in the musical instruments that were displayed by pupils who had previously designed and made them. The various activities of the school are well supported by pupils and places are always fully taken up for residential visits, for example to an outdoor education centre.

19. Pupils' behaviour in lessons is almost always good or very good and it is sometimes exemplary. Their behaviour contributes positively to their learning because no time is wasted and pupils almost always fully concentrate on their work. Pupils are polite towards all adults and generally conduct themselves in a very orderly and responsible manner. Throughout the inspection, no incidents of unruliness were seen. Instances of bullying are isolated and very rare. There were no exclusions last year.

20. Pupils have a good understanding of the impact of their actions on others. It is included as a subject for study in personal and social education and is effectively reinforced, when appropriate, by teachers and helpers.

21. In a personal, social and health education lesson, pupils devised and acted out sketches, for example about the misuse of drugs and alcohol, and demonstrated a good sense of moral and social values. Through religious education pupils develop respect for others' beliefs. All pupils show respect for the views and contributions of others in the many activities and discussions that take place.

22. Relationships amongst pupils are excellent at work and play. They co-operate extremely well and often look for ways in which they can help others. They offer and accept suggestions very positively and are very tolerant towards their peers. In teams or groups

they are most supportive and do not show any resentment, for example if someone else wants to go first or take on a particular role.

23. Pupils make very good progress in their personal development. They accept well responsibility for themselves and others, for example by their participation in the school council. They develop a mature attitude, for example toward topical social issues. By the time they leave the school, they become mature and responsible and are well prepared for the next stage of their education.

24. Attendance is above the average for primary schools. There is no unauthorised absence. Almost all pupils arrive punctually for the start of the school day. Much of the non-attendance that occurs is caused by family holidays that are taken in term time.

25. Pupils with special educational needs have positive attitudes towards their learning. The good support they receive helps to boost their confidence and they try hard to improve their work. As reported at the time of the last inspection, pupils with special educational needs take a full part in the life of the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

26. There has been a considerable improvement in the quality of teaching since the last inspection, at which time teaching was judged to sound. It is now good, with much teaching being very good or better.

27. The teaching of children in the Foundation Stage is satisfactory overall. There is, however, one significant weakness. The teaching of basic concepts and skills is unsatisfactory with activities failing to challenge and extend some children's knowledge and understanding of number and language. Teachers' planning is satisfactory and ensures a full coverage of the required curriculum. There is a sound system of assessing children soon after they enter the school and regular assessments enable teachers to determine pupils' progress and needs during their time in Reception. In personal, social and emotional education, the staff encourage children to develop good relationships with each other but opportunities for children to work independently and make their own choices are less well planned for. More careful planning and use of time would enable younger and less confident children to develop more fully their listening, speaking and number skills and their vocabulary. The quality of teaching in other areas of English and mathematics is satisfactory. Opportunities for children to develop their knowledge and understanding of the world are satisfactory. Provision for the development of children's creative and physical skills are good.

28. Since the previous report, the overall quality of teaching in English has improved considerably and is now very good overall. Particular strengths of teaching include: high expectations of pupils with more demanding tasks given, very good use of time and resources, very good classroom management skills and an increased confidence in subject knowledge.

29. The teaching of mathematics is good throughout the school, and this leads directly to good learning in lessons, whether pupils are in whole class lessons, ability sets, or booster groups to help those who are not progressing sufficiently well. Teachers plan their lessons well, using the guidelines of the National Numeracy Strategy positively. They state the aims of each lesson clearly, so pupils know what to expect, and they structure their lessons well, using a good range of equipment to enhance learning. Teachers have good subject knowledge, and their relationships with the pupils are good; this helps in the motivation of the pupils to learn well.

30. The teaching of science is good. Teachers plan their lessons carefully and use their knowledge of pupils to provide opportunities for them to deepen their understanding of topics. They encourage pupils to use their initiative when organising resources and to develop their ability to work well within groups. Pupils respond positively and make good progress as they move up the school.

31. The teaching of art and design is good throughout the school. Teachers have good subject knowledge and plan their lessons soundly, giving pupils good encouragement to plan their work well and to carry it out with care as well as enthusiasm. Pupils learn well because teachers provide them with a stimulating variety of projects, using many different materials to produce good effects. Teachers explain the aims of each lesson well, and give good guidance and challenging suggestions during lessons; they end lessons by reviewing what has been done, and what has been learned, and this helps pupils to learn well.

32. The teaching of design and technology is good throughout the school, with clearly planned lessons that provide a good balance between the design and making aspects of the subject. Pupils learn well because teachers have good subject knowledge and have positive relationships with their pupils, motivating them well. Pupils respond to the generally high expectations and good pace of lessons by taking a keen interest in the different projects and concentrating on their work well, being willing to work together very well.

33. In history and geography, too few lessons were seen during the inspection to make an overall judgement on the quality of teaching.

34. The teaching of ICT is very good. Teachers are effectively developing pupils' skills and provide good opportunities to apply these in other subjects of the curriculum, such as history and design and technology. They plan projects that stimulate pupils' interest and motivate them to work hard.

35. The quality of teaching and learning in music is good. Planning for pupils' learning is satisfactory and there is a good focus on the development of pupils' skills and understanding. However, there is not always sufficient attention paid to the quality of pupils' work, particularly singing.

36. The quality of teaching of physical education is good. Lessons are well planned, with enjoyable activities and a good focus on the development of pupils' skills. Teachers have established good procedures and lessons are well organised. They make pupils aware of the relationship between physical exercise and a healthy body.

37. In religious education, the quality of teaching has improved since the previous inspection and is now overall very good. Areas of improvement include teachers' knowledge and understanding of the subject including their knowledge of world religions. Relationships are very good in the classroom and this leads to enthusiasm from the pupils. Resources have increased and artefacts are well used by all teachers. Teachers' planning meets the requirements of the Locally Agreed Syllabus.

38. The quality of teaching of pupils with special education needs is good overall. Work in English and mathematics is matched to pupils' learning needs and stages of development. Pupils in Key Stage 2 receive particularly effective support in mathematics and English through the setting arrangements and the focus work in support groups. Learning support assistants and additional teachers support pupils sensitively and effectively. The learning targets set out in pupils' individual education plans are sufficiently

specific to guide teaching. As the quality of teaching of pupils with special educational needs was not reported at the time of the last inspection, no comparison is possible.

39. Pupils for whom English is not their first language are well supported in their learning and make similar good progress to other pupils. All such pupils currently in the school speak English fluently. Inspectors examined the school's plans to support any future pupils whose knowledge of English is less good and judge them to be effective.

40. A particular strength in teaching, which is a significant improvement since the last inspection, is teachers' very good management of pupils. This is enabling pupils to concentrate well, to apply themselves to their learning and to achieve well. Teachers have good knowledge of the subjects they are teaching, and lessons are interesting and lively and proceed at a good pace. All these factors encourage pupils to behave well and work hard and result in them learning well. In Key Stage 1 teachers' marking of pupils' work usually explains how pupils can improve their work, resulting in pupils having a good understanding of what they know and of those areas requiring further work. Teachers' marking of work is less informative in Key Stage 2, sometime failing to give clear guidance to pupils.

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

41. The quality and range of learning opportunities provided for pupils are good. The curriculum provides a wide range of learning experiences in all subjects, while placing appropriate emphasis where required, for example, on literacy and numeracy. As identified in the last inspection, the curriculum is a strength of the school.

42. The Foundation Stage curriculum is satisfactory and is planned in accordance with the Early Learning Goals. The curriculum provides children with a sound education and has been broadened since the last inspection. Whilst meeting the needs of children's intellectual and physical development, the curriculum lacks the enrichment present in Key Stage 1 and Key Stage 2 where the promotion of pupils' personal development is given greater priority.

43. The National Literacy and Numeracy Strategies have been implemented successfully throughout the school and are used effectively. There is a strong focus on the development of basic skills.

44. There are good schemes of work in place for all subjects. These reflect the requirements of Curriculum 2000 and have been shaped to the particular needs of the pupils. The schemes are detailed and provide good guidance to help teachers plan lessons. Teachers plan in year groups, which ensures consistency of coverage across parallel classes.

45. A good range of educational visits enriches and supports the curriculum. Visits include those to the Dudley Outdoor Centre, the local library, a church and mosque, the radio-telescope at Jodrell Bank and youth hostelling in Wales. The school provides a good range of extra-curricular activities including sports such as football and rounders. Pupils are also encouraged to join the conservation club, French club, computer club or the dance and singing clubs.

46. The programme for personal, social and health education being offered to pupils is good and well implemented. During lessons and assemblies pupils explore a variety of ways in which to increase their self-confidence and deal with difficult situations and events that arise in their lives. For example, in assemblies pupils are encouraged to think about sharing with and caring for others and about the effects of thoughtless words and actions. Pupils are

also given examples of ways in which individuals play important roles within groups and communities such as their classes and school. In lessons pupils are encouraged to think about the aspects of their lives which they particularly value and which they may miss as they grow older. They are given opportunities to reflect upon the needs of older people and the contributions they make to pupils' lives. Pupils are very keen to share the very strong moral and social values they develop and frequently lead assemblies in which these are put across strongly, positively and confidently. The School Council and conservation club provide very good opportunities for pupils to develop their sense of responsibility and caring approach to their school and its environment. The school has a successfully implemented policy for health education, including sex education.

47. The contribution of the community to pupils' learning is good. The Dudley Environmental Team provided significant support during the development of the Millennium Conservation Area. Local market gardeners continue to support and advise on its maintenance. A local historian has provided materials and resources during the school's local study week. Pupils and older members of the community all benefit when pupils perform concerts at elderly people's homes and provide food baskets with produce collected by the school during the Harvest Festival. Many parents support pupils within the school by becoming reading buddies and helping to improve the library facilities. Many local businesses have made donations supporting school projects.

48. There are very good links with the local playschool and nurseries and the secondary schools to which pupils subsequently go. Links with the neighbouring special school are also very strong. The playschool children share the much improved outdoor facilities used by the reception classes. The field is shared with the Special School and pupils from both schools attend each other's productions. The schools arrange fetes and sports days so that pupils from both schools can enjoy these occasions. Pupils also attend workshops in both schools. Year 6 pupils visit their chosen secondary school and spend a day there experiencing the facilities provided. Secondary staff provide art and design, dance and drama experiences for these pupils. These well-established links make the transition to secondary education a much more positive experience. Past pupils are encouraged to keep in touch and regularly write to their primary school teachers.

49. The school's provision for spiritual, moral and social development is very good. Provision for pupils' cultural development is good. This is a significant improvement since the last inspection. The pupils are given good opportunities to reflect on spiritual issues during lessons and assemblies. Visits to the local church and mosque provide opportunities for pupils to experience the quiet and peace of these places and to reflect on the special occasions such as baptisms and weddings associated with them. During assemblies pupils discuss and reflect upon attitudes and values and the importance of working together in harmony. Pupils are also given the opportunity to appreciate each other's talents, gifts and efforts and to share in their success and pride in what they have achieved. The school grounds offer excellent opportunities for pupils to appreciate and value the wonders of nature and pupils develop a great respect for and caring attitude towards the environment in which they work and play.

50. The school's provision for pupils' moral development is very good. Pupils have a very strong sense of right and wrong and place great importance on fairness. All staff provide very good role models and pupils learn quickly from the examples they set. The ethos of the school is directed to caring for and respecting other people and their property. Pupils express horror when they discover that vandals have damaged sections of the school grounds and show great sensitivity when helping to repair the damage. In assemblies pupils of all ages quickly identify examples of selfish or thoughtless behaviour when watching short dramas and all pupils can explain how people should behave in these situations.

51. The school makes very good provision for pupils' social development. This is an improvement since the last inspection. All pupils are encouraged to work together in lessons and share ideas, for example when planning experiments in science, sharing prompt cards in literacy and numeracy and exploring methods of throwing and catching in physical education lessons. Older pupils are given responsibilities such as supervising games played by younger children at lunchtime. The school's twinning with a school in Wales provides opportunities for pupils to share ideas and experiences with children in the wider community. Links with local elderly people also broadens pupils' social development.

52. The school makes good provision for pupils' cultural development. Pupils read stories from other cultures and have a good understanding of how aspects of everyday life, such as food, money, clothes and music can distinguish one culture from another. They develop respect for different cultures and beliefs while studying a range of faiths including Islam, Judaism, Christianity and Sikhism. Pupils are given opportunities to participate in African dances, Punjabi cooking and Islamic drama and are encouraged to share their own cultures with members of their classes for example by teaching traditional dances and reading traditional stories.

53. The curriculum meets the requirements of the locally agreed syllabus for religious education and all requirements of the National Curriculum.

54. There are many pupils from ethnic minorities and other cultures in the school, and about half of them come from homes where English is not the first language spoken. All of the pupils, however, understand and speak English fluently, and they read and write it capably as well. The school monitors their progress, and they are attaining at the same level as their classmates, both academically and socially. In the past, good support has been organised for pupils and their families when it was needed. There was no mention of this aspect of the school in the previous report.

55. The arrangements the school makes to support pupils with special educational needs enable them to take a full part in all activities. The targets for development in pupils' individual education plans are specific, although these are not always included in teachers' planning. The writing of targets has improved since the last inspection and enables pupils to make better progress.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

56. Arrangements for pupils' general welfare and pastoral care are very good. Procedures to monitor and support attendance and behaviour are very good and those for personal development are good. The standard of support for pupils has improved since the previous inspection. Parents are pleased with the quality of care.

57. Procedures for child protection are appropriate. Arrangements for the health and safety of pupils are good and the school effectively promotes safe practices by pupils. All adults are very attentive to the welfare needs of pupils and many are qualified to apply first aid. Teachers and helpers know the pupils well. The relationships between adults and pupils are constructive, mutually respectful and trusting. They sustain an environment that is conducive to learning and in which pupils feel safe and valued.

58. The school promotes attendance and behaviour in several ways including the most effective approach of providing teaching that is interesting and challenging so that pupils want to come to school because they enjoy it and also have no reason to misbehave.

59. The school monitors attendance very closely and successfully obtains the cooperation of parents to provide reasons for all absences. Certificates for attendance are awarded to many pupils each term to recognise their high level of attendance.

60. Good behaviour is consistently expected and insisted on by teachers. A good conduct code is prominently displayed around the school and pupils contribute to establishing rules for their own classrooms. Good work and behaviour is recognised and rewarded, mainly by a merit system, and pupils' achievements are celebrated in assemblies every week. The school applies relevant strategies to support pupils who, from time to time, need extra help to improve their self-control and, when appropriate, consults parents to engage their agreement and support.

61. Instances of bullying are rare because of the effective way in which good behaviour is promoted, the very good relationships that exist amongst pupils and the confidence that pupils have to report the rare instances of bullying. Incidents are recorded and are dealt with effectively.

62. The school does not formally assess aspects of pupils' personal development, such as teamwork, research skills and self-evaluation, although many opportunities are provided to promote pupils' independence in learning. In classrooms pupils are allocated routine tasks of responsibility and older pupils are elected to a school council that enables all pupils to contribute to the quality of life in school. Pupils' achievements, in and out of school, are enthusiastically celebrated. The various extra curricular activities, trips to places of interest, including residential experiences, involvement in charity and environmental support contribute very well to pupils' personal development. The programme for personal, social and health education effectively helps pupils to develop a mature and responsible attitude to many important issues.

63. The assessment of pupils is satisfactory overall. The school has maintained the effective range of procedures for assessing pupils' progress in English, mathematics and science reported after the last inspection. However, there is still an inconsistent approach to assessment in other subjects. The school is now more successful in identifying higher attaining pupils and meeting their needs in Key Stage 2. This is not yet the case in Key Stage 1.

64. In English, mathematics and science assessment is good. Key learning objectives are regularly assessed and pupils in Key Stage 2 are grouped according to ability in English and mathematics. The school undertakes all statutory assessments of pupils in English, mathematics and science and carries out a range of non-statutory tests and assessments at the end of Years 3,4 and 5. The results are carefully analysed to give a good picture of pupils' academic achievements and progress. Staff meet to discuss samples of work so that there is a consistent approach to assessing pupils' attainment. This effective procedure has not been extended to the foundation subjects where assessment procedures are inconsistent and unsatisfactory.

65. Where assessment is good, teachers are clear about what pupils know, understand and can do and plan lessons effectively to meet pupils' individual needs. The use of day-to-day assessment in lessons is generally good and informs the organisation of ability groups and support within the class. "Cohort profiles" are developed so that year group teachers can adapt their longer-term planning each year. This thorough approach is not found in foundation subjects and therefore planning to ensure progress is less effective. Teachers in Reception classes use base line assessment well to plan their curriculum. This information is also used to predict achievements at the end of Key Stage 1, so that Year 1 teachers are able to plan to meet the needs of their pupils.

66. There is an efficient system of identifying pupils who have special needs, and placing them on the special educational needs register. Their progress is carefully monitored and their individual education plans are reviewed termly. More use is made of information gained from test results since the last inspection and this has led to an improvement in identifying pupils who require extra help. The special needs co-ordinator makes full use of external support services to ensure that pupils are correctly assessed and supported.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

67. Parents have a good regard for the school and are very supportive. The school has an effective partnership with its parents. These are similar findings to the previous inspection although parents now play a more significant part in the life of the school.

68. Parents think well of the school and agree with the values that it promotes. Their very good support is demonstrated by the many practical and financial ways in which they help the school. The large majority of parents are pleased with the quality of education provided. Parents say that teaching is good and teachers have high expectations of pupils. They say that their children make good progress, their behaviour is good and the school helps them to become mature and responsible. They state that their children like coming to the school. A substantial number of parents are not satisfied with the range of extra curricular activities that are available to pupils and with the information that is provided about pupils' progress. A smaller but significant number of parents are concerned about the amount of homework that is set.

69. The information that is provided for parents is satisfactory overall. Parents receive good general information prior to joining the school and regularly thereafter. A good feature is the termly notification of what is to be taught so that parents who wish to can support their children in a more informed manner. Annual school reports comply with statutory requirements but inspectors agree that they are not clear enough for parents. The reports provide very good information for English, mathematics and science and satisfactory information for other subjects about what pupils understand, know and can do. They describe strengths and weaknesses and often include areas for improvement. However, reports do not clearly inform parents as to how their child is achieving in each subject, whether they are on target to achieve their own goals and how their standards compare with those expected nationally.

70. The school has recently surveyed parents' views and has started to introduce measures to satisfy some of the issues that they have raised. The school intends to arrange a further consultation evening, in the spring term each year, so that parents will have the opportunity that they have requested to discuss pupils' progress at an interim stage. There is a high rate of attendance by parents at the existing meetings.

71. Many parents say how welcome they feel when approaching the school about any concern but some say that access to teachers and the head teacher on a routine daily basis is not as easy as it ought to be. During the inspection, teachers and the head teacher were available on a daily basis and there were many instances of direct contact between teachers and parents. Some parents claim that teachers do not effectively use the reading records and homework diaries for the purpose of two-way communication and inspectors agree that they could be used more effectively. The notice board for parents is not easily accessible although the school says it will move it to a more prominent place when certain building developments have been completed.

72. Many parents and other relatives give their services to the school on a regular basis. Each class has an adult reading “buddy” and parents accompany trips out of school. Attendance at all the public events of the school is good. Parents have the opportunity to take part in learning workshops with their children when they are in the reception class and also in Years 1 and 3 and many of them take the opportunity. The parents, teachers and friends association raises considerable funds to enhance the quality of life and learning in the school.

73. Parents are kept well informed of the progress of pupils with special education needs. The regular reviews of individual education plans are discussed with parents and they are invited to discussion meetings with the special needs co-ordinator and the special needs teacher. The school has maintained the provision reported at the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

74. As at the time of the last inspection, the leadership and management provided by the headteacher, deputy headteacher and senior management team are good. All management issues reported at the time of the last inspection have been dealt with successfully. Staff now consistently implement whole school policies and there is training and consultation to ensure staff understand the policies. The availability of support staff has increased. There has been considerable improvement in the quality of school development planning.

75. The headteacher is a skilled leader and manager. Aply supported by a very competent deputy headteacher, she provides drive and initiative, and relentlessly steers the school towards its goal of higher attainment by all pupils. All staff share the school’s common goals, but there is too little meaningful delegation of responsibility and authority to management staff. Other management staff are skilled and able individuals, but their roles are insufficiently developed and they have too little time available to carry out all their management responsibilities. Some areas of management, such as the monitoring of curriculum, standards and teaching are consequently insufficiently developed.

76. The school is successful in using all available data in evaluating its own performance and taking effective action to deal with areas of relative weakness. The school is clear about its educational priorities, and the senior management set a very clear and appropriate educational direction. This is reinforced and consolidated by the careful targeting of funds to support areas in need of improvement. Throughout all its work, the management team clearly reflect the schools aims and values, in particular the valuing of every pupil and the inclusion of all. The school development plan, the budget and planning in general are good, resulting in purposeful hard work by all, and the raising of standards.

77. The governing body is well informed and very effectively carries out its responsibilities. It works in close partnership with the senior management, and is fully supportive of the school and its development.

78. The school's educational priorities are well supported through very good financial planning. The school makes good use of information and communications technology in financial planning and management, and in its general administration. The school development plan sets out very clearly the school's priorities for development. These are very well focused on raising standards in all aspects of the school's work. There are very clear criteria against which developments are judged and all aspects of the development plan have been very carefully costed. Very good systems for acquisition of new stock are in place, which ensure secure financial management and the school achieving best value for money in its purchasing.

79. The monitoring and development of teaching is satisfactory. The headteacher and deputy headteacher observe lessons each term and feed back to teaching staff. Termly planning is evaluated and weekly plans are monitored. Currently, there are limited opportunities for subject co-ordinators to monitor the teaching of their subjects. Planned, additional staffing should release co-ordinators to observe lessons and review planning in all subjects of the National Curriculum.

80. The school has a satisfactory strategy for appraisal and performance management. All staff receive an annual professional development interview where they discuss their progress over the year, their plans for the coming year and any training needs that may be identified. Training days are organised for teaching and non-teaching staff. Feedback to all staff is provided by those attending courses. The school keeps a register of professional development and termly reports are given to the Governing Body.

81. Newly-appointed staff are well supported by their year group partners, the headteacher and deputy headteacher. The school has a detailed and helpful staff handbook and support for newly-qualified teachers is very good. Half-termly observations are planned and discussed and comprehensive feedback is provided. There are regular meetings with the mentor and review targets set. Attendance on appropriate courses is organised and release time is arranged for newly-qualified teachers to observe lessons by more experienced staff. A careful record is kept of all activities relating to professional development.

82. The teaching and support staff are experienced and well qualified to meet the demands of the curriculum. The school has increased the number of support staff since the last inspection and, whilst still limited in number, they provide a valuable contribution to the quality of teaching and learning in the school. Since the last inspection there have been numerous staff changes, some of which have been very difficult to manage. Throughout these changes the headteacher has worked hard to ensure that the result would be an improvement in the quality of teaching in the school and of standards achieved by pupils. This is now the case, but one year group in particular, the 2000 Year 6 on whom much of the statistical data in this report is based, suffered badly due to many staff changes.

83. The accommodation provided by the school has many strengths. The school now has two well-equipped computer suites and this is a significant improvement since the last inspection. There is a well-resourced library which is easily accessible to staff and pupils. Classrooms are well organised to maximise the available space and movement through these does not affect the quality of teaching and learning. The outdoor facilities for younger pupils has been improved and now provides a secure stimulating environment. The school and local community have worked very hard to successfully create school grounds and play areas that are exciting and challenging and which contribute significantly to all aspects of pupils' development.

84. The school has maintained the good quality of resources reported after the last inspection. Equipment, books and artefacts available for mathematics and religious education have improved and are now good. The provision of two computer suites has significantly improved the quality of teaching and learning of ICT. The conservation areas enable pupils to gain a much deeper understanding of environmental issues.

85. The provision for pupils with special educational needs is well managed. The budget for pupils with special educational needs is used wisely and has resulted in pupils making good progress in their learning. At the time of the last inspection there were too few classroom support assistants, and this limited the progress made by these pupils,

particularly pupils with behavioural difficulties. The number has now increased and the support enables pupils to make better progress than that previously reported.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

86. In order to further improve the quality of education, build on the many strengths of the school and rectify the weaknesses identified in the inspection the headteacher, governors and staff should:

1. Continue to improve standards in English, mathematics and science by:
 - Improving the quality of teaching of language and number skills in the Foundation Stage (See paragraphs 27,95,98)
 - Continuing to provide appropriately for lower attaining pupils while improving the provision for higher attaining pupils particularly in Key Stage 1. (See paragraphs 15,63,124)
2. Further improve the leadership and management of the school by:
 - Improving the monitoring of teaching, planning and the curriculum by delegating aspects of these tasks to phase and subject co-ordinators (See paragraph 79)
 - Enhancing the role of phase and subject co-ordinators and providing them with sufficient opportunity to carry out their roles. (See paragraphs 138,158)
3. Implement the school's plans to further improve the quality of assessment by:
 - In subjects other than English, mathematics and science, applying the school's good practice in these subjects to the remainder of the curriculum. (See paragraphs 64,65,89,143,147,152,157)
 - In all subjects, improve the quality of marking to better inform pupils about how to improve their work, and involve pupils more consistently in self-evaluation. (See paragraphs 40,147,152)

Further weaknesses identified in this report which should be considered by the school are as follows:

Improving communications with parents by:

- Improving the quality of reports through the inclusion of references to levels and standards achieved and aimed for. (See paragraphs 69,143)
- Improving the use of reading records and homework diaries to make them more effective as a means of two-way communications with parents. (See paragraph 71)

Improving pupils' ability to work comfortably and safely:

- In ICT by improving the ventilation in the ICT suites. (See paragraph 158)
- In design and technology by more frequent use of table-top vices to aid cutting and sawing. (See paragraphs 140,143)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	25	47	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	384
Number of full-time pupils known to be eligible for free school meals	32

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	31

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	25	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	25
	Girls	22	23	24
	Total	44	45	49
Percentage of pupils at NC level 2 or above	School	88 (91)	90 (91)	98 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	23
	Girls	22	23	25
	Total	43	44	48
Percentage of pupils at NC level 2 or above	School	86 (83)	88 (89)	96 (94)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	25	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	22
	Girls	20	18	21
	Total	39	38	43
Percentage of pupils at NC level 4 or above	School	74 (73)	72 (63)	81 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A (71)	N/A (65)	N/A (73)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	1
Black – other	1
Indian	34
Pakistani	4
Bangladeshi	1
Chinese	0
White	270
Any other minority ethnic group	11

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.6
Number of pupils per qualified teacher	23
Average class size	27.4

Education support staff: YR – Y6

Total number of education support staff	4.5
Total aggregate hours worked per week	121

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	623 855
Total expenditure	632 601
Expenditure per pupil	1 777
Balance brought forward from previous year	17 645
Balance carried forward to next year	8 899

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	384
Number of questionnaires returned	167

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	5	1	0
My child is making good progress in school.	40	53	4	2	1
Behaviour in the school is good.	47	48	3	0	2
My child gets the right amount of work to do at home.	27	53	16	3	1
The teaching is good.	37	58	2	1	2
I am kept well informed about how my child is getting on.	22	44	27	6	1
I would feel comfortable about approaching the school with questions or a problem.	52	38	8	1	1
The school expects my child to work hard and achieve his or her best.	56	40	3	0	1
The school works closely with parents.	22	59	13	4	2
The school is well led and managed.	39	51	5	2	3
The school is helping my child become mature and responsible.	36	58	5	0	1
The school provides an interesting range of activities outside lessons.	20	29	32	8	11

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

87. Children in the foundation stage are taught in two reception classes. There are two intakes each year, one in September and one in January. Each class has children from both intakes. Since the last inspection, the school has increased support for these children and, currently, the adult-child ratio is good.

88. Children's attainment when they enter school is below average. Most children make satisfactory progress, although attainment in literacy and numeracy skills is still below average when compared to national standards by the time they transfer to Key Stage 1. Attainment in literacy and numeracy is below that reported at the time of the previous inspection. Given the lower levels of attainment on entry, children's progress is similar to that reported at the time of the last inspection. Children make satisfactory progress developing their knowledge and understanding of the world and their creative skills. They make good progress developing their physical skills, which are well developed by the time they enter Key Stage 1. Pupils for whom English is an additional language make good progress developing their language skills. Children with special educational needs make similar progress to all other children.

89. The curriculum for the foundation stage is satisfactory and has been broadened since the last inspection. It gives children of all abilities appropriate opportunities to learn in a supportive environment. Curriculum planning provides a cohesive curriculum that includes all the early learning goals for the foundation stage. Assessments are detailed and accomplishments are regularly entered on the children's records. A good range of assessment data is available to teachers. Although children's progress is carefully monitored, the information is not always used to fully guide teachers' future planning, especially in literacy and numeracy.

Personal, social and emotional development

90. By the time they have completed the foundation stage, most children reach national expectations in their personal, social and emotional development.

91. The majority of children are eager to come to school and enjoy play activities, especially when they are allowed to choose these activities for themselves. Although a significant number do not talk very much to each other, the children play well together and rarely need reminding to take turns. They respond to instructions and questions but many do not often initiate conversations, especially with adults. The children are content and secure. Most children sustain concentration for significant periods of time, both when activities are adult directed and when they are given free choice. Children move with enthusiasm and confidence to use all the facilities that are available to them. They tidy up resources at the end of sessions when requested. They take pride in what they achieve. Most children take care of their own belongings and school property. They organise themselves well and settle quickly to their tasks.

92. The quality of teaching personal, social and emotional skills is satisfactory. There are limited opportunities for children to make independent choices but staff work hard encouraging children to develop relationships with others. This reflects the findings of the last inspection. There are sound opportunities planned for children to learn to concentrate or to persevere with an adult-directed activity, for example designing and painting a T-shirt or improving throwing and catching skills.

Communication, language and literacy

93. By the time they have completed the foundation stage, many children do not reach the national expectations in this area of learning and their ability is below national expectations.

94. Most children listen carefully when adults are speaking but many are reluctant to listen to each other's ideas during a whole class activity such as discussions about holiday clothes and destinations. They are more willing to listen to their peers when discussing their group work. High attaining pupils confidently express their ideas before the whole class but the majority need a great deal of encouragement from adults in order to fully participate. Most children enjoy shared reading and high attainers will attempt unfamiliar words with enthusiasm. Children know the letters of the alphabet and most form them correctly. High attaining children write their names and simple sentences. Most average and below average attainers correctly copy high frequency words but many are unable to read them. Children regularly take books home to share with their family. However the reading skills of many children are underdeveloped.

95. Although no unsatisfactory lessons were observed, past work and children's standards indicate that the quality of teaching of basic listening and speaking skills is unsatisfactory. Whilst opportunities for class discussions are planned, teachers do not always ensure that pupils of all abilities are fully involved and therefore able to develop their listening and speaking skills. Children are regularly given opportunities to develop their writing skills and most make satisfactory progress, with higher attaining pupils beginning to develop a good cursive style of writing. Pupils make satisfactory progress during guided reading with an adult but many are reluctant or unable to read their own work or words they have copied.

Mathematical development

96. By the time they have completed the foundation stage, the majority of children's ability is below national expectations. Given their low attainment on entry to school, most children make satisfactory progress.

97. Children enjoy counting activities and most children accurately count to twenty. Most children write numbers correctly although a few still reverse some digits. Some children understand terms such as more than and less than, before and after. Higher attaining children order daily events unaided. Children know the days of the week and a few can correctly name yesterday and tomorrow. They are learning to tell the time and most children recognise o'clock times. Higher attaining children can write and draw these times unaided. Children understand that money is to buy things from the shop and correctly identify amounts of money to ten pence. They recognise two-dimensional shapes such as triangles and rectangles. They learn about symmetry and produce accurate attractive symmetrical patterns.

98. The quality of teaching is satisfactory although children's knowledge and understanding of basic number concepts is not extended fully. For example, when counting forwards or backwards from given numbers, capable children are not given larger numbers. Although there are adequate resources available for sand and water activities, these areas lack stimulating signs and flash cards to aid children's progress in learning about capacity and its associated vocabulary. The "shop" area displays colourful products and their prices, which reinforce children's understanding of buying and selling.

Knowledge and understanding of the world

99. By the end of the foundation stage, children reach the nationally expected levels of ability in their knowledge and understanding of the world. Similar standards were reported after the last inspection.

100. Children name different types of holiday accommodation, for example, hotels, caravans, canal boats and bungalows. They learn new words for these, such as barge and chalet. Children describe facilities and activities relating to different types of holiday and carefully draw plans of places in which they have stayed or would like to stay. They select appropriate clothing for a holiday and understand the importance of protecting themselves from the sun. Children correctly name the materials for building a range of homes, such as wigwam, igloo, flat and mud hut. They know the names of young animals, such as foal, chick and lamb and match animals to their farmyard homes. When producing pictures of sea life they know to include fish, seaweed and starfish. Children name parts of the human body and plant and label appropriate diagrams. They know in which rooms in their homes a range of objects such as fridge, telephone and wardrobe would be found and can recognise potential dangers, for example hotplates, overloaded plugs and unattended irons. Children correctly follow directions to access a given program on the computer. They use the mouse and keyboard well and some children successfully close down a program unaided.

101. The teaching of this aspect of learning is good. Children are given opportunities to explore their environment and extend their knowledge and understanding of the wider world. Activities are well planned and resources are always readily available. All staff work hard to ensure that children's activities are productive and meaningful. Most children make good progress in developing their knowledge and understanding of the world around them.

Physical development

102. By the time they have completed the foundation stage, the ability of most children is above national expectations.

103. Most children change into their kit quickly and unaided. They understand the importance of warming up slowly. They remember instructions and follow them carefully. Children demonstrate a good sense of balance both when moving around the hall and when riding tricycles and scooters. They have a good awareness of space and take care to avoid contact with each other. Many children have good eye-hand co-ordination and successfully throw and catch balls, both on their own and in pairs. They try hard to improve their performances and make good progress developing these skills. Children take great care of resources and use them sensibly.

104. The quality of teaching is good. Activities are stimulating and varied and all staff support children's development well. Adults encourage children to think about ways in which they can improve their skills and children always respond positively and most persevere for significant periods of time. Outdoor facilities have been greatly improved since the last inspection and very good use is made of these. This plus the additional structured physical education lessons each week, further meet the needs of the children and enable them to develop their physical skills effectively.

Creative development

105. By the time they have completed the foundation stage, children's ability is above national expectations.

106. Children know the names of colours and work with care when using paints. They plan their work well and take pride in creating their own designs and pictures. Children demonstrate good observational skills, a good sense of proportion and awareness of texture when producing pictures of trees, fruit, homes, shells and the butterfly life cycle. They use scissors and glue spreaders sensibly and carefully when cutting out "clothes" for their "holiday suitcases" and decorating "tropical" fish with tissue, sequins and foil. Children make good progress in all aspects of their creative development. They enjoy listening to music and always sing tunefully and with enthusiasm. This reflects the findings of the last inspection

107. The quality of teaching is good. Children are given opportunities to experience and explore using a good range of resources. They are taught how to use tools correctly and encouraged to think carefully before they begin their tasks. Activities are well planned and enable children to use and develop their own ideas, with staff offering helpful suggestions and challenging children to consider ways in which they can improve their efforts. Children gain confidence and make good progress increasing their knowledge and understanding and developing their skills.

ENGLISH

108. In the national tests sat by Year 2 pupils in 2000, attainment in reading and writing was above the national average and in line with the average for similar schools. The proportion of pupils achieving the expected Level 2 or above was above the national average. In reading, the proportion achieving the higher than expected Level 3 was above the national average, while in writing it was just below the national average. In both reading and writing boys performed better than girls. Given their low attainment on joining the school, these results represent good achievement by pupils.

109. By the age of eleven, the pupils who sat the national tests in 2000 achieved results in English that were below the national average and the average for similar schools. This was as a result of two factors. Firstly, the cohort was not of a high standard. Secondly, this particular cohort had several changes of teachers in a short period, and their standards had suffered as a consequence in English and other subjects. The standards of work seen during the inspection indicate that the current Year 6 pupils are achieving standards in line with national expectations.

110. Progress in lessons is good for all pupils in both key stages. Pupils with special educational needs and those whom English is an additional language make good progress in the lessons and good achievement from a lower starting point, because teachers set work that is carefully matched to their ability and because of the support they receive.

111. Standards in speaking and listening are good. Pupils speak well because of the many varied opportunities that they are given in lessons, in assemblies, in circle time and around the school. In one Year 2 lesson pupils read well using expression and pauses where appropriate. In this lesson they were keen to read and discuss the poem because care had been taken to choose a text that appealed to them. Many of the pupils arrive at the school using single words or phrases. By the age of seven, the majority of pupils are eager to engage in conversation. Pupils grow in confidence as they progress through the school. In Year 3, they are able to look at the person they are speaking to and understand the need to wait their turn to speak. Older pupils are very confident and although they sometimes mispronounce words, they can make sensible contributions to discussions and elaborate on their ideas.

112. Standards in reading are satisfactory. Pupils achieve well and are proud to read to visitors. In lessons they are given the opportunity to read individually and as a class. In one Year 5 lesson seen where the pupils read together, the teacher encouraged pupils to increase the speed of their reading, to pause in appropriate places, and to vary the pitch of their voices to suit the text. Overall pupils read with increasing fluency and make good progress as they move through the school. Most pupils enjoy reading and by the age of seven they know the names and sounds of letters and are confident in using them to help them read new words. Less able pupils, including some pupils with special educational needs, depend on pictures and adult help to give them clues as to what a new word says. More able pupils use a wider range of strategies to help them read new words. Pupils in Year 3 continue to make good progress. They read a wide range of fiction and non-fiction and are familiar with books by authors such as Roald Dahl and Dick King Smith and give reasons for their favourite choice of book. Pupils make good progress in reading because they read regularly and because they are set individual reading targets.

113. Standards in writing are good and pupils achieve well. The school has recently adopted a new scheme of handwriting that is having a positive effect, especially in the lower years. A few teachers, however, do not always write in the new style in pupils' books or on the board. Pupils in both age groups produce a good volume of neatly presented work. By the age of seven, pupils write for a range of purposes such as stories, letters, poems, instructions for cleaning your teeth and accounts of visits they have made. Most pupils form their letters correctly and many join their letters. Most pupils use full stops and capital letters in the correct place and more-able pupils use speech marks and exclamation marks. Most make good improvement in their spelling. Pupils in Year 3 continue to improve their spelling and handwriting and most join their letters. They continue to write for many purposes. Most-able pupils use adjectives to make their writing more interesting. More-able pupils think about the opening of their writing and use different tenses in the correct place.

114. Standards in literacy reflect those found in English, and pupils use their English skills well in other subjects. They read work sheets, look for the meaning of new words in simple dictionaries and glossaries. In Years 5 and 6, they use a thesaurus to find alternative words to use in their writing. In their writing pupils in Year 2 write their account of the Good Samaritan in their best handwriting putting full stops and capital letters in the correct place. Similarly pupils take great care when completing their history and geography work. Older pupils in Key Stage 2 also take great care in the presentation of their work and write to the same standards in other subjects as in their English books. For example, in work seen, many pupils had produced very neat maps identifying the rain forest areas in the world. They had also produced clear neat fact sheets. Pupils who find writing difficult are helped to improve through opportunities given in handwriting sessions. Teachers also identify common problems from pupils work and pupils practise them during the next lesson.

115. The quality of teaching is very good in both key stages with examples of excellence. There was no unsatisfactory teaching seen. The high overall high quality of teaching has a positive impact on pupils' learning which is mostly good with examples of very good and excellent. In a small minority of lessons seen, where the quality of teaching was satisfactory, pupils' progress was slower because additional tasks were not well planned. In most lessons, however, teachers' planning is meticulous with a very clear expectation of what each group of pupils will learn in each part of the literacy strategy. On two occasions during the inspection a small minority of pupils, when working independently, were not following instructions although they were trying very hard. Teachers did not ensure that these pupils were learning in the same way as the remainder of their group. Excellent teaching in one Year 6 lesson led to the pupils making excellent progress. In this lesson, where pupils had previously made similarities and comparisons between two books by the same author, they began repeating the exercise looking at two books by different authors. They could

comment on differences in style; one using long sentences with connectives, one with short sentences without connectives. They understood the purpose of the use of italic text to introduce the story and they were able to describe the feelings of some of the characters in the books. The use of individual white boards is effective in the beginnings of lessons. For example, pupils can note down answers quickly such as the endings of noun and verb words and the teacher is then able to check that all pupils understand. In most lessons teachers use questions very effectively to reinforce previous learning. Pupils are encouraged to think and teachers ensure that all pupils are involved in the lesson.

116. In all lessons seen, pupils' attitudes and behaviour are very good and often excellent. They are interested and concentrate well. They work well together in mixed gender groups. They are proud of their work and are willing to share their achievements with others in the plenary part of the lesson. Pupils organise themselves well when the activity changes in the lesson. This is due to teachers' very good preparation both of resources and of the differentiated tasks for all groups of pupils in most lessons.

117. The recently appointed coordinator is proving to be effective in ensuring the improvement of standards in English. The school has a good range of resources, it teaches a broadly based curriculum and there is a clear plan for the development of the subject. The pupils are already beginning to benefit from the clear advice and support being given to individual teachers. Assessment procedures are good and tracks pupils' progress in all aspects. There is a good focus upon reading in order to promote literacy, with regular exchanges of books and a reading record maintained by teachers. The school recognises the need to provide opportunities for the coordinator to monitor the teaching of English, particularly in Key Stage 2. This will give the department and the school a better overview of standards in both teaching and other aspects of the subject.

118. English makes a very good contribution to pupils' spiritual, moral, social and cultural development through the collaboration necessary for the Literacy Hour. In most lessons pupils are given the opportunity for independent learning and reflection on the feelings of characters in the text. For example in one Year 5 lesson seen, where pupils were reading a text based in South Africa, they were asked to close their eyes and imagine what it would be like to be one of the characters in the book. Afterwards, they could think of many adjectives and were able to show the meaning of these words in sentences.

119. Since the previous report there has been an improvement in standards and the quality of teaching. The school has successfully incorporated the literacy strategy into the curriculum.

MATHEMATICS

120. National tests sat by pupils in Years 2 and 6 in the year 2000 indicate that the attainment of pupils at the age of seven years was well above expectations, and that pupils at the age of eleven were attaining below expectations. However, work observed during the inspection indicates that current Year 2 and 6 pupils are attaining in line with national expectations at the ages of seven and eleven. Overall, the achievements of most pupils are satisfactory when considering their prior attainment, although the weaknesses in the teaching of basic numeracy skills in the Foundation Stage are affecting achievement in the rest of the school. Statistics indicate that boys attained better than girls in 2000, although there is no evidence of this in the work of pupils at present.

121. At the age of seven, most pupils are attaining in line with expectations, including less able pupils. The number of pupils attaining the expected Level 2 at Key Stage 1 is above national averages, but too few pupils attain above that average level: the higher ability pupils

are not doing as well as expected. Exactly the same situation applies at the age of eleven, where the most able pupils are not achieving as well as they should. This is confirmed by an examination of the work that pupils have done, the way they work in lessons, and recent testing information. Because levels of attainment of pupils joining the school are lower than at the time of the last inspection, these results represent satisfactory improvement on the situation at the time of the last inspection.

122. By the age of seven, pupils use mental arithmetic, for example, to double or half numbers below twenty, and to add two, or take away three from different numbers. From a low starting level, most pupils make satisfactory progress through the infants, for example, most count reliably, add and subtract numbers in their books and folders, and are beginning to multiply and divide numbers. They recognise most coins, and can add and subtract money in simple shopping exercises. Many pupils tell the time to within fifteen minutes, and a few can manage it to within five minutes. The most able pupils understand decimal numbers, and use them by measuring in metres and centimetres, and weighing in kilograms and grams. They have a basic understanding of shapes and objects, and how some are regular and can be split into equal fractions. Less able pupils multiply and divide in twos and tens, and add and subtract up to twenty.

123. By the age of eleven, lower ability pupils have continued to make good progress, and most others have made satisfactory progress. The majority of pupils reliably add, subtract, multiply and divide numbers up to a thousand. They successfully take part in mental agility activities in, for instance, numbers, money, percentages and fractions. Most pupils know the names of all the basic regular shapes and three-dimensional objects, and know their characteristics. They can rotate shapes, create mirror images of them, divide them into fractions, measure their perimeters, and calculate their areas. Pupils successfully participate in problem-solving activities, puzzles and investigations concerned with the size and proportions of body parts and how they affect movement, such as the foot length, stride, head diameter, height and reach. Most pupils weigh and measure distance and volume accurately. They convert fractions to percentages, and vice versa. Many are learning to use calculators, but their use is not always accurate, and they do not automatically check to make sure that their answers are approximately correct. For example, in one lesson, when taking a 25 per cent discount off some toys in a sale, some pupils had added the money on instead of taking it off, and they did not glance at the list of numbers they were compiling to see that some answers were completely different to the others in the list. Few pupils are good at compiling different kinds of graphs from statistics they have collected or been given. Pupils generally are achieving well on the number skills that are taught well through the National Numeracy Strategy, but not so well on some of the other aspects of mathematics such as space, time and data handling, for example, creating and interpreting graphs.

124. The teaching of mathematics is good, and because of this, so is pupils' learning in lessons. This is a good improvement on the situation at the time of the past inspection, when there was some unsatisfactory teaching, and the teaching overall was considered to be satisfactory. In only two out of sixteen lessons seen during this inspection was the teaching less than good and in four of the lessons seen it was very good or excellent. In the satisfactory lessons, teachers were trying to do too much, and were unclear about exactly what was expected of the pupils. This led to a general slowing down of the work rate for part of each lesson. Teachers plan and organise their lessons well, following the guidelines of the National Numeracy Strategy, with clear explanations of what the aims are and good, well paced activities, with high expectations that the pupils will be attentive and will put good effort into their work. The pupils respond well. They join in with the mental activities readily and sometimes enthusiastically. They concentrate on their written work for good periods, and cooperate well together. They have good relationships with the staff and with each other. The teaching of the younger pupils is in class lessons, with work carefully planned to

meet the needs of groups within the classes. Older pupils work in ability sets. Both systems work well, with the less able pupils receiving good support in smaller groups, and making good progress. Sometimes, however, the work that is set for the most able pupils is not sufficiently challenging to fully motivate them with more work at the same level being set, rather than more difficult work. This is a contributory factor for the relatively low results for the most able pupils. For the majority of pupils, a good range of activities is employed in lessons, helping pupils to remain interested and well motivated in their learning. Teachers mark the work consistently, and this adds to the good verbal feedback that pupils receive in classes. Pupils' learning improves because the feedback is quick and flexible, and they know when they are going wrong, or right, and so make good progress in lessons. Homework is well used for completing lesson tasks, learning multiplication tables and gathering information for class projects.

125. Pupils enjoy their lessons, try hard and behave very well. They take a pride in their work and achievements. Their work is neatly presented.

126. The leadership and management of mathematics are good. The policy is practical and fully up to date, and there is now a good complete plan of what is to be taught to pupils in the long term. These are good improvements since the last inspection. The National Numeracy Strategy is fully in place, and staff have received good training in how to teach it. They have good levels of confidence and expertise now, where previously many were lacking these qualities. The syllabus is appropriately broad, and it gives particular emphasis to numeracy skills. There is appropriate support for this subject in other lessons, such as science and ICT. Teaching resources are good, and they are easily accessed by all teachers in their own classes or nearby storerooms. They range from simple number fans that pupils use to show their answers during mental activities, to transparent calculators that teachers use on overhead projectors when demonstrating methods of working. Resources were unsatisfactory previously; they have been developed well. Most pupils' progress is well assessed as they develop through the school. The information is very well used to identify the less able pupils who are not making good progress, and this forms the basis of a lot of additional support through sets and "booster" groups, challenges and awards. Clubs and an annual mathematics quiz are much enjoyed by all of the older pupils. The school has been successful in raising interest in mathematics with the lower attaining pupils, and in raising their achievements.

127. The majority of pupils are well placed in groups that are flexible, and that meet their needs well with appropriately challenging lessons. There has not been such good identification and specific support for the highest ability pupils. The coordinator for mathematics does not have time allocated to monitor the quality of teaching in her subject, although this did occur two years ago.

128. Overall, due to the good teaching of mathematics, the school's efforts have resulted in satisfactory maintenance of standards in the face of a declining standard on entry.

SCIENCE

129. Standards of attainment in science are average at the end of both key stages. After the previous inspection, standards were reported as being generally higher than those found nationally. In 2000, the attainment at the end of Key Stage 1, based on teacher assessment, was above national averages. The results of the 2000 national tests at the end of Key Stage 2 showed that the numbers of pupils reaching the expected Level 4 and above was below the national average. The number of pupils achieving Level 5 was also below the national average. The 2000 results were well below those of similar schools. The standards of work

seen during the inspection was in line with expectations at the end of both key stages. Given their low starting point, current pupils in Years 2 and 6 are achieving well.

130. By the end of Key Stage 1, pupils make good use of their investigative skills for example when testing the effect of changing the height of a slope down which they slide shoes. They plan their investigations well and make good use of their initiative. This is an improvement since the last inspection. They record their findings well, using tallying and graphs when examining, for example, the eye colours of members of their class. They correctly identify similarities and differences in human characteristics such as hair and successfully sort life forms using criteria such as legs and wings. They produce very simple, labelled diagrams of flowers and investigate the effect of controlling the factors involved in growing plants. Pupils know that healthy plants need warmth, light and water. They use mathematical skills well when producing graphs to represent the results obtained from measuring their hands and feet. Most pupils correctly identify natural and man-made materials and understand the effect of heating and cooling substances. They make sensible suggestions when asked to identify materials suitable for making objects such as nails, windows and T-shirts, showing a satisfactory understanding of the properties of different types of matter. Most pupils correctly identify objects that can use mains electricity or batteries and produce simple, labelled circuit diagrams. They are beginning to understand the concept of friction and draw simple pictures illustrating example of pushing, pulling and rolling. Pupils enjoy science lessons and participate enthusiastically in practical activities. They are willing to learn from each other and to share resources sensibly

131. In Key Stage 2, pupils continue to develop their investigative skills and make good use of opportunities to design and carry out fair tests and select the materials they will use. This is an improvement since the last inspection. They work together very well, listening to each other's ideas, making constructive suggestions when appropriate and appreciating contributions made by members of their groups. Pupils understand the importance of a healthy diet. They correctly explain the relationship between muscles, ligaments and bones when describing the way in which limbs move. They name the main organs of the human body and understand the effect of exercise on pulse rate. Pupils use a line graph to represent the results of investigating this relationship. Most pupils have a sound understanding of terms such as solution, evaporate, separate, reversible and filter. They know that evaporation can be used to separate a solid and liquid and that different materials, such as felt and paper, have different filtering properties. They successfully investigate the types of shadows made by opaque, translucent and transparent materials and understand that light travels in a straight line. Pupils understand how electrical circuits work and higher attaining pupils can explain the difference between series and parallel circuits. They conduct fair tests in order to determine the effect of changing the diameter of wire used in their circuits. Most pupils correctly predict the outcome of their tests. Pupils have a good understanding of how sound is produced and how it travels. They know that it travels much more slowly than light. They very sensibly work in groups to determine ways in which to alter the pitch of sounds and how to amplify and insulate sound. They confidently report their group findings to the rest of the class and respond thoughtfully to questions and challenges posed by the teachers. Pupils take great pride in the school's excellent conservation area and older pupils demonstrate a very good understanding of what has been achieved and the purpose of each section of the grounds. They have an impressive knowledge of the wildlife that has been established in and encouraged into the habitats the school has provided for them. Pupils take their responsibility of caring for and developing the area extremely seriously and this aspect of school life plays a significant part in pupils' personal and social development. Pupils enjoy all scientific activities, take care of resources and use and share them very well.

132. The quality of teaching in both key stages is good and sometimes very good. Teachers prepare lessons well and have a good understanding of the concepts and skills they teach. They provide opportunities for pupils to organise their own activities and learning and this is an improvement since the last inspection. Planned activities are stimulating and pupils are challenged to extend their knowledge and understanding. Teachers encourage pupils to record their findings clearly and marking is usually accompanied by constructive comments. Teachers and support staff ensure that all pupils, including those with special educational needs, can participate fully. Most lessons are conducted at a brisk pace and teachers manage class and group activities well. As a result, pupils are very interested in their work and strive hard to complete their tasks. The more consistently good teaching which is now provided means that pupils throughout the school make good progress. This is an improvement since the last inspection.

133. There is a good scheme of work in place and the school has a wide, well-organised range of resources which are readily available to staff and pupils. Planning is carefully monitored so that topics are re-visited at appropriate levels. Work samples are monitored so that teachers can more accurately assess their pupils' achievements and needs. The science curriculum is enriched with visits to Jodrell Bank and in-school experiences such as the Mobile Planetarium and the Kinetic Theatre Group. The school is working hard to raise standards and the work produced by current pupils reflects this commitment to improvement.

ART AND DESIGN

134. Pupils' standards of attainment throughout the school are above those expected nationally. Pupils make good progress, and they achieve well. The school has done well to improve this high standard since the time of the last inspection, when the time allocation was actually much more than it is now, and standards of attainment at the age of eleven years were satisfactory. By the age of seven, pupils have had a good beginning, and their interest and enthusiasm for art and design is awakened. They use a range of different media and materials, including paints, wax, crayons, paper, card and fabric to make a good variety of pictures, sculptures and other artistic items and methods such as Batik and tie-dyeing. Pupils often design their work carefully, and produce some good results in two and three-dimensional art and design. Often, the work is approached in themes, and pupils learn a lot about each area in turn, such as weaving, colouring fabrics, making mobiles or using mouldable materials. Recent projects have produced, for example, some very imaginative woven mobiles using metallic paper, feathers, grasses, wool and card; another has led to a very good display of woven plates, cards and mats in all different shapes, styles and material, some with a padded effect, and others delicately formed. Another project has seen plasticine and clay used to make pots and tiles, with pupils currently working on making their own clay tiles to form a mural on the theme of the school.

135. Pupils' progress continues well through the next four years, as they improve their skills in designing and creating. They develop their aesthetic appreciation of what is good, or not so good; what worked and what did not work; how famous artists have tried to produce particular effects; and how different cultures have approached art and design, both now and in the past. By the age of eleven years, all pupils have developed good skills and achieved well. Their work in painting and printing is good, and most pupils have learned how to achieve different effects in their sketches, paintings and modelling. Recent work has seen some very effective paintings in the style of the Bayeux tapestry; Greek art on pictures, plates and clay vases that the pupils have made; ancient Egyptian wall paintings; and crosses decorated in a Celtic style. Whilst studying the styles of famous artists, pupils have made their own interpretations of the work of Renoir, Degas and van Gogh. Their work on English art has included looking at the work of Constable, and the Victorian artist William

Morris. The portraits that they have painted of the wives of Henry VIII, with their different styles of clothes and jewellery, have shown good use of colour and use of tones. They have also painted and drawn recognisable pictures and portraits of members of the present royal family. Pupils have sketched indoors and outdoors, including during a residential week at an outdoor pursuits centre, and they have used different methods of printing, using, for example, polystyrene blocks, shaped sticks, and blocks with string glued onto one surface. Their work in paper sculpture has been very striking, and it shows good skill in making things as well as in designing them. There are also very good “rubbings” made over embossed pictures, and over textured and patterned surfaces.

136. The teaching of art and design has improved since the last inspection and is now good. Lessons are well structured, with good introductions that tell the pupils exactly what they are going to do and learn. Teachers have very good and positive relationships with their pupils, and this, combined with their good knowledge and their own enthusiasm for the subject, helps to motivate pupils and to encourage them to put good effort into their work. Sometimes, the lessons begin slowly, and too much time is taken in explaining and demonstrating techniques and methods of working, but the pupils remain attentive, and the lessons develop well. The lessons are often part of a series of related activities, for example, about the art of a particular period or different styles of printing. Pupils also learn well because the teachers employ a range of different activities in lessons; there is a good balance of design and creativity in all of the projects. The projects build well on what pupils have learned previously, and they often relate to other subjects, such as history or geography, so helping to broaden pupils’ learning generally. Computers are also used well in art and design, for example, in making pictures in the style of Monet, in creating repeating patterns for wrapping paper, in adding pictures to written work and making geometric patterns as support to their learning in mathematics. Lessons end with a good review of what has been achieved, and what has been learned. Pupils often make good evaluations of their own work, and that of their classmates. From these they come to understand and appreciate what it is that they are learning, and do not regard art and design as simply a painting activity.

137. Pupils respond well in their lessons. They listen, join in discussions with suggestions and ideas, and behave very well. They help each other and work well in pairs or just alongside each other, sharing brushes, pens and materials well. This was also the case at the time of the previous inspection. They take pride and pleasure in their achievements, and have gained very good awareness of other cultures from their art and design lessons.

138. The leadership and management of art and design are good. The coordinator has a good subject development plan that includes further improving the already good range of topics being taught. The curriculum has developed well since the time of the last inspection, although some opportunities to support pupils’ learning have not been incorporated. There has not, for example, been a visit to a local art gallery or museum, and little opportunity has been taken to learn from an artist who is painting murals in the school. The coordinator’s planning includes increasing the variety of resources and maintaining a good level of tools and consumable materials. Staff, including the coordinator, have had training in art and design, either in-school or as part of their qualifications and their resultant good subject knowledge has a positive effect on pupils’ learning. The coordinator is not allocated regular time to monitor the quality of teaching throughout the school.

DESIGN AND TECHNOLOGY

139. As at the time of the last inspection, pupils are attaining above national expectations at the end of both key stages. They make good progress as they develop through the school, and they achieve well, considering their different levels of aptitude and ability.

Pupils make a good start in the infants, working in a structured way with a range of materials and tools, creating ideas and learning to plan their work. They make plans of their projects, and they take care when making and assembling things such as the winding mechanisms that will raise Incy Wincy Spider up a spout. Pupils use ready-made parts as well as ones they have made or adapted themselves, and they are learning to use scissors, hole punches, glue spreaders and staplers. During the making and construction phases of work, pupils evaluate how well the project is going, and change their plans according to how things are developing. At the end of a project, they make positive and clear evaluations of the finished product, and say whether or not it is how they wanted it to be, if it is suitable for the stated purpose, and what they might do differently next time. Pupils' work in paper and card. Work in different fabrics such as felt, wool and cloth has been good, as has their work with three-dimensional designs of items such as clown figures.

140. Pupils continue to make good progress through the juniors, developing their skills in assembling models from complex construction kits, or assembling bird boxes from pre-cut sections. They learn to design more complicated mechanisms, such as a pulley system for driving a fairground ride. In this project, pupils have visited a fairground to study the workings of the rides, and have designed their own systems. They are currently making the parts carefully, using wood, card and rubber bands. The sections are carefully measured, cut, assembled and tested as they are put together, with alterations and developments to the design being made as the project progresses. Pupils' skills with tools are increasing, and they work in a good variety of materials, including mouldable ones such as clay, plasticine and salt-dough. The development of some skills, however, is held back by the lack of some items of equipment, such as table-top vices to hold wood steady when it is being sawed. Recent work has included the design and making of hats and slippers, pneumatic monsters, dressing table boxes with decorated panels, musical instruments such as guitars, drums, tubular bells and shakers from recycled materials and siege machines such as might have been used at nearby Dudley Castle long ago.

141. The teaching of design and technology is good. This was also the case at the time of the last inspection. At that time, however, there was more very good teaching than now, but the teaching now includes a much better balance between the design side and the actual making or creative work. At the time of the previous inspection, there was too much emphasis on the high quality of the finished product, rather than on pupils being able to understand the projects and to create the designs for themselves. The present balance of design and making work leads to good learning in lessons, and good long-term progress. Teachers have a good understanding of the subject, and they plan their lessons well, with a good regard for developing the basic skills within the subject. Their own enthusiasm helps to motivate pupils in their efforts, attention and learning. Teachers guide and advise pupils well, without over-helping them, and this keeps most lessons progressing at a good pace with no time wasted. This ensures that pupils are constantly being well challenged to think what they are doing, and to do it carefully. Pupils have good relationships with teachers, and with each other, and they help each other and work on projects very co-operatively. Teachers use a good variety of tools and materials well in order to extend pupils' learning over a broader area. Similarly, the work often relates well to learning in other subjects, such as geography and history, and there is also a lot of mathematical measuring involved in some of the activities. Occasionally, lessons run at a slow pace; for example, where the teacher has spent a long time explaining and demonstrating what is to be done at the start of the lesson and pupils have had to wait for up to half an hour before they can start their own work. Lessons end with good reviews of what has been achieved, so that pupils are reminded of the progress that they are making, both in terms of the actual project at the time, and in terms of their own development of skills and understanding of the designing and making processes.

142. Pupils respond well to their lessons. They are interested and concentrate well on their work, whether it is designing and discussing, or actually making things. Pupils behave very well in lessons, and help each other when the occasion arises. This subject makes a good contribution to pupils' spiritual development, through, for instance, the pride they take in their work, and, on one occasion, the awe and wonder at seeing the exquisite nest of a blue tit inside a bird box.

143. The leadership and management of design and technology continue to be good, even though there have been several changes of co-ordinator in the past year. The subject policy is clear, practical and up-to-date, and the plan for what will be taught is good. The range of topics to be covered is broad and well balanced, with a good mixture of approaches, materials and scales of projects from individual ones for a single lesson, to whole class ones for half a term. A new long-term plan of what is to be taught is currently being trialled with the addition of some additional aspects from a nationally recognised scheme. A sound plan of how the subject will be improved in the future, includes the further development of a simple and effective way of assessing pupils' progress. Present assessment methods do not include National Curriculum levels, and parents do not receive reports that convey this information clearly and simply. The accommodation is satisfactory and resources are now good, with a large quantity of consumable materials, and a good range of small tools. However, the infrequent use of available table-top vices and the lack of working benches is a hindrance to developing some skills such as sawing and smoothing.

GEOGRAPHY

144. Only two geography lessons were seen. However, evidence from those lessons and from pupils' work and displays including a vast array of photos and memorabilia from visits and from discussion with the coordinator indicates that standards in geography are in line with national expectations at the end of both key stages. There is a detailed scheme of work in place and the subject is allocated the recommended amount of time. Since the previous report, which said that teaching sometimes failed and behaviour became restless, the quality of teaching has improved and is now overall good. In addition the school has maintained the very good quality of enrichment opportunities for pupils, for example, the school environment council.

145. Pupils in Year 2 are familiar with maps of places where they have been. Maps of the United Kingdom are on display and are used to help pupils to locate their own town in relation to other places in the country. Pupils say whether a traveller has to travel over land and/or sea in order to reach a destination. They also suggest the various means of modern-day transport that may be used by a traveller. Year 6 pupils are studying the features of the River Nile. They show a good knowledge about the river; its estuary and source and what it provides for Egypt. They know facts about flooding and the building of the Aswan Dam. A few pupils have researched using ICT and produced additional facts such as the wildlife of the river. Pupils were enthusiastic in the lesson. Photographs taken by a member of staff who had visited Egypt and the many travel brochures that had been brought into school by the pupils helped to enliven the lesson for the pupils. The quality of teaching and learning in both geography lessons seen was good.

146. Opportunities exist outside the classroom for pupils to enrich their geographical knowledge. For example, during the inspection week, the school was presented with a cheque for two hundred and fifty pounds by a local company towards the next phase of development of the school environment. Pupils representing the environment council received the cheque on behalf of the school. Pupils have the benefit of visits and visitors. During Environmental Week in school, members of the British Council trust are invited into school to help with projects. The school has strong links with a school in Pembrokeshire

where Year 5 visits each year for four nights. Parents and governors support outside visits including working alongside pupils helping with fieldwork in Leasowes Park.

147. The subject is well coordinated by an experienced subject specialist who plans well and offers help to all staff who teach geography. Resources, including those for environmental studies, are very good and kept at a central point for easy access by staff. Ongoing assessment is satisfactory however, results are not used to help with planning and monitor progress. Pupils are not aware of the level at which they are working.

HISTORY

148. Only one lesson was observed during the inspection week. Evidence from that lesson and from pupils' work seen, displays and discussions with the new co-ordinator suggests that standards in history are in line with national expectations and have been maintained since the previous report.

149. In work seen, pupils in Year 1 are becoming familiar with their own living environment. For example, Year 1 pupils study homes. They look at all the various types of homes in the area around the school. They make comparisons and list similarities. Year 2 pupils compare kitchens and bathrooms of the present day with those of Victorian times. Pupils' work is well presented and neat.

150. In the Year 6 lesson seen teaching and pupils' learning were very good. Pupils were most enthusiastic, especially when recalling the Egyptian process of mummification. They were knowledgeable about the process and discussed facts and Egyptian beliefs about tombs, spirits, pyramids and the journey to the Underworld. Most pupils produced detailed posters providing information to tourists. The level of work set was appropriate for all pupils except for the most able where there was no planned additional work. Pupils critically evaluate their own and others' work during the plenary session.

151. Pupils have good opportunities for enrichment in history through visitors and visits. A group of adults dressed as Vikings came into school recently and some pupils were able to dress in costume. Year 6 pupils have visited the Egyptian exhibition in Telford, Year 2 has visited the Black Country Museum and Year 5 visited Dudley Castle.

152. There is a new coordinator of history who has not yet had sufficient time to make an impact on standards. Ongoing assessment is satisfactory but results are not used to inform planning. Neither are the pupils aware of the levels at which they are working. Resources are good and are used well by staff. Since the previous report there are new videos and posters to support Years 1 and 3.

INFORMATION AND COMMUNICATION TECHNOLOGY

153. At the end of Key Stage 1, pupils achieve standards in line with national expectations. By the end of Key Stage 2 their standards are above those expected nationally. This represents good achievement by pupils, particularly considering their low standards when joining the school. Since the last inspection the school has made good progress in improving the skills and the levels of attainment for both seven- and eleven-year-olds. At that time standards were judged to be below expectations for seven-year-olds, although in line with what was expected for older pupils.

154. Younger pupils make sound progress in the development of their computer skills and by the end of Year 2 are familiar with simple word processing, painting and graphing packages. They understand that information can be presented in a variety of forms. When

word processing pupils use backspace to correct text and the shift key to create capital letters. They click on the appropriate icon to position the text on the page. Pupils write poems and present information related to history and religious education using a word processing package to create and amend their work. They use art programs competently to create pictures from their imagination and in the style of well-known artists, such as Mondrian. Pupils collect information that they present on pictographs, for example, to show the most popular eye colour. Some pupils have begun to explore the CD-ROM as a source of information. Pupils in Key Stage 1 are developing a broader range of skills than was reported at the last inspection.

155. Pupils in Year 6 extend their skills and their knowledge of how computers are used in everyday life. They combine different forms of information including sound and pictures when working on multi-media presentations related to their visit to Astley Burf or their project on Egypt. Pupils combine and add to a range of information from a website, for instance a picture and their own text. They present this in a variety of ways including in the form of a newspaper article. They record and retrieve information in a database and draw graphs independently using ICT data handling facilities. Pupils in Year 5 enjoy using computers to explore music and create their own compositions on the theme of space. They access the video clip that provides the stimulus for the work and select and organise sounds on a graphic score.

156. Pupils in both key stages are interested and motivated by the use of ICT. They collaborate well and willingly share skills and knowledge. This makes a positive contribution to their good personal development. They are confident in trying new suggestions made by the teacher and their peers and this has a positive impact on their progress.

157. The quality of the teaching in the lessons observed was very good. Teachers have benefited from in-service training and are working hard to extend their own computer skills in order to provide pupils with good quality teaching. They are developing good knowledge and understanding of the subject and this helps them to develop pupils' skills securely. Teachers plan whole class lessons in order to develop pupils' skills as well as provide opportunities to use these across the curriculum. Lessons are well structured and have a clear focus. Expectations of pupils' behaviour and work are high and as a result they are attentive and fully involved in lessons. Teachers give very clear explanations and make good use of demonstration enabling pupils to work independently at the tasks. Teachers use technical terms confidently, which contributes to pupils' literacy skills. Although lessons are appropriately linked to previous learning there are no formal procedures for assessing what pupils can and cannot do as they progress through the school.

158. The subject co-ordinator monitors teachers' planning to ensure the appropriate curriculum is covered. However, as with all other subjects, she does not have sufficient non-teaching time to systematically monitor standards or teaching to identify particular strengths or areas that need further development and much of her time is spent in dealing with problems relating to the hardware. Resources for ICT have improved considerably since the last inspection. The school now has two computer suites, which enables pupils to have access to the full curriculum. However, ventilation is poor, creating an unhealthy environment in which to work. The school has made good progress in addressing the issues raised in the previous inspection report and developments in the subject are moving on swiftly.

MUSIC

159. Standards achieved by seven- and eleven-year-olds are broadly in line with national expectations for the age groups. Pupils make satisfactory progress in singing, creating their own music, listening and discussing music. Standards are similar to those reported at the time of the last inspection.

160. By the age of seven pupils maintain a steady beat when using body percussion or percussion instruments to accompany their singing. They copy simple rhythmic patterns performed by the teacher. Pupils enjoy the singing activities and perform a range of songs from memory. They sing rhythmically and accurately match their voices to the shape of the melody and many sing in tune within the limitations of their own vocal range of pitch. Pupils listen carefully and keep pace with the piano accompaniment. They are developing an understanding of the purpose of the vocal warm-up session before they begin work on the songs. Through their practical music making activities pupils are developing an understanding of beat, rhythm, pitch and dynamics. They have opportunities to compose their own music. Their 'Daytime Compositions' show that they choose sounds and instruments and organise them to create a particular effect. They understand that sounds can be represented by different symbols and are able to put these into a score showing when the sounds are to be played.

161. By the age of eleven pupils sustain an independent part when singing rounds and partner song, such as Land of the Silver Birch. They sing rhythmically with clear diction. They demonstrate awareness other singers in the group but find it difficult to keep in tune. As reported at the last inspection, the quality of singing is variable and not enough attention is given to developing the quality of vocal tone or match of voices to pitch. Pupils explore a range of sounds using classroom percussion, orchestral instruments and computer-generated sounds. They combine and layer sounds to create different textures and different effects. They use these ideas when composing music linked to a theme, such "Space" and the text of "Oliver Twist." Pupils listen to different styles of music and are developing their understanding of how music such as jazz is structured. They apply this knowledge when creating their own jazz compositions. Their work demonstrates a sound understanding of the musical elements, although not all pupils are confident in their use of the correct musical terminology.

162. The quality of teaching and learning in the lessons observed was good overall. Planning for the development of pupils' skills and understanding is good, although not all teachers have the sufficient skills to develop the quality of pupils' singing. Teachers share the aims of the lesson with pupils and this provides a clear focus for what they are to learn. The lessons provide, for the most part, balanced coverage of the key musical skills. However, on occasions, too much time is spent on repetition of an activity rather than developing the particular skills through a variety of repertoire. In the best lessons teacher have good subject knowledge, demonstrated through their confident and accurate use of musical terms and good understanding of how to sequence pupils' learning in manageable steps. Teachers make the lessons interesting for pupils by choosing themes and repertoire, which are relevant and enjoyable.

163. The subject leader has a good knowledge and understanding of the music curriculum and provides good advice and support for colleagues. Good use is made of a new scheme of work that is based on guidance from the local authority. Besides the choir and recorder club, there are many opportunities for all pupils to take part in musical performances both in school and in the community. Some pupils receive violin, clarinet, cello and keyboard lessons, which are provided by the local authority music service.

PHYSICAL EDUCATION

164. Physical education is taught in appropriate units of work that cover gymnastics, games, swimming, dance and outdoor and adventurous activities. A very limited range of activities was observed during the inspection and it is not possible to compare present standards with those reported at the last inspection. Standards of work seen are similar to those expected for pupils' ages. However, during the inspection week the weather was exceptionally hot and it was not possible for pupils to demonstrate to the full what they can do. The school has a well-planned programme of swimming, which begins in the infants. It is clear from the certificate awarded that pupils are regularly assessed and make good progress with most pupils learning to swim well.

165. Pupils in Key Stage 1 develop their throwing and catching skills through a variety of activities. They make good use of these when using bats and balls and when concentrating hard, accurately bowl the ball underarm so that their partner successfully strikes it with a bat. Pupils control their movements well when playing games in a relatively confined space. They understand the importance of the warm-up session so that they avoid straining their muscles.

166. By the age of eleven pupils have a good understanding of the importance of developing and maintaining fit and healthy bodies. Year 6 pupils are developing their individual levels of stamina and skills through a regular programme of fitness training. They work hard to improve upon their personal best in all activities such as running, leg cycles, skipping, step-ups and star jumps. During the inspection the range of activities was adapted due to the excessive heat. However, many pupils still improved upon their previous scores in some of the activities. Year 4 pupils work well together to develop a Bhangra dance. They pay careful attention to the set movements such as downward thrust, travelling, stamping and clapping. They organise these into a well thought out sequence. They make good use of space when travelling and watch each other carefully to ensure that their movements are synchronised and matched to the music.

167. Teaching of physical education seen was satisfactory overall. Lessons are planned well and include appropriate warm-up and cool-down activities. Teachers share the purpose of the lesson with pupils and this helps them to understand what they are to learn. They give clear instructions so pupils know what is required. Lessons are appropriately challenging and teachers plan activities that pupils will enjoy. Consequently pupils join in enthusiastically and work hard. Teachers have a secure knowledge of the games and other activities and this helps them to explain and demonstrate the correct techniques. Teachers make general evaluations of pupils' work during the lesson and intervene to show examples of pupils' good techniques to help others improve. However, they do not always intervene early in the lesson or use this technique as often as they might. As a result pupils' progress is not as rapid as it might be.

168. Leadership and management of the subject are good and the subject co-ordinator is keen and enthusiastic. He has good subject knowledge and expertise and provides helpful guidance and support for teachers. He has no opportunity to see teachers or pupils at work and this makes it more difficult to influence the quality of teaching and learning. There is a very good range of after school clubs, including judo. All pupils from Year 2 onwards are given the opportunity to take part in a sporting activity, including competitive sport with other local schools, for example, five-a-side football. Visitors further enhance the curriculum with expertise in particular disciplines such as dance. Year 6 pupils have the opportunity to go on an adventurous residential outing where they participate in a variety of interesting activities including mountain bike riding and orienteering.

RELIGIOUS EDUCATION

169. Standards in religious education are in line with the requirements of the Dudley Agreed Syllabus. Since the previous report standards of pupils' work have been maintained, the progress that pupils make has improved and is now overall good, teaching now gives pupils the opportunity to develop their knowledge and understanding of other religious traditions. Teaching, especially teachers' knowledge and understanding of the subject, has improved and is now overall very good. Resources have improved and are now used to the full.

170. By the age of seven, pupils have an awareness of the importance of belonging, especially to a family. They understand that people celebrate special events and know what is meant by baptism. They link the story of the Prodigal Son to personal feelings of loss and caring. Pupils in Year 3 have a basic awareness of major world faiths, for example Christianity, Sikhism and Islam. More able pupils have a good understanding of the word "prophet". Most pupils know that the Qu'ran is a holy book, like the Bible, and that it is written in Arabic. Pupils use their literacy skills when reading and writing and know that the parables of the New Testament are similar to the use of metaphors in English, for example, the Good Shepherd.

171. The quality of teaching in lessons and work seen is very good. In Years 1 and 2 pupils begin to understand the significance of the Church in the life of Christians and know that it is an integral part of the community. For example, in a Year 2 lesson where the teaching and pupils' learning were very good, pupils recalled their recent visit to a local Church where the Vicar had demonstrated a baptism. During discussion pupils demonstrated a good knowledge and understanding of the meaning behind the ceremony. They knew the role that the family and Godparents played in the service and in the life of the baby. After watching a short video of a Christening, they acted out the service, all singing a hymn to start and then dressing up and playing the roles. Pupils enjoyed the lesson that had been very well prepared by the teacher. During the plenary session, pupils looked at enlarged photographs, Christening invitations, cards and a certificate.

172. Teachers often use circle time to good effect at the beginning of lessons. During these sessions, each pupil has the opportunity to make an oral contribution towards recalling what happened in a previous lesson or on a visit. They can also express opinions and feelings if they wish to.

173. In Key Stage 2, early learning is built upon and pupils increase their knowledge and understanding of, for example, bible stories. In work seen pupils used the already familiar story of the Good Samaritan. They then wrote, in various forms, what they think their reaction would be, faced with a similar situation should the injured party be an animal. Pupils' responses illustrated understanding kindness and practicality.

174. Religious education makes a very valuable contribution to pupils' spiritual, moral, social and cultural development. Pupils are given the opportunity to think and consider in all lessons. Year 5 pupils recently visited a local Mosque. Pupils spoken to were enthusiastic about their visit where they had had the opportunity to ask questions.

175. Religious education is well co-ordinated. The school has worked closely with the local advisor for religious education. Planning is good and detailed support is given to teaching staff. The curriculum is based on the Locally Agreed Syllabus. The co-ordinator and staff are committed to raising standards and awareness in the subject.