

INSPECTION REPORT

**KATES HILL COMMUNITY PRIMARY
SCHOOL**

Dudley

LEA area: Dudley

Unique reference number: 103774

Headteacher: Miss Deborah Haywood

Reporting inspector: Ms Margot D'Arcy
23158

Dates of inspection: 27th – 30th May 2002

Inspection number: 194458

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: 3 – 11 years

Gender of pupils: Mixed

School address: Peel Street
Dudley
West Midlands

Postcode: DY2 7HP

Telephone number: 01384 818700

Fax number: 01384 818701

Appropriate authority: The governing body

Name of chair of governors: Mrs Alison Audsley

Date of previous inspection: May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23158	Margot D'Arcy	Registered Inspector		The school's results and pupils' achievements How well pupils are taught How well the school is led and managed
9146	Mark Brennand	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for pupils The school's partnership with parents
24342	Denise Franklin	Team inspector	Science Design and technology History Religious education	
30144	Edgar Hastings	Team inspector	English as an Additional Language	
16971	Roger Hardaker	Team inspector	English Information and communication technology	The quality of learning experiences
23276	Margaret Mann	Team inspector	Foundation Stage Music Art and design Equal opportunities	
11528	Mike Wainwright	Team inspector	Mathematics Geography Physical education Special educational needs	

The inspection contractor was:

Wessex Education
2 Riverside
Athelhampton
Dorchester
Dorset
DT2 7LG

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large multicultural primary school catering for 393 boys and girls aged between three and eleven. Approximately 65 per cent of pupils are from minority ethnic groups, comprising Asian, mostly Pakistani, and African Caribbean heritage. A very high proportion (55 per cent) speaks English as an additional language; the main community languages are Urdu, Punjabi, Bengali and Gujarati. Most pupils attend full-time, including 29 nursery children; another 57 nursery children attend on a part-time basis. There are three, mixed, Year 5 and 6 classes, but other pupils are taught in single year groups. From Year 2, pupils are set¹ for mathematics and in Years 5 and 6 they are set for English; Year 6 pupils are set for science. The proportion of pupils with special educational needs, at 39 per cent, is well above the national average; one pupil has a statement of special educational need. The range of needs includes specific, moderate, emotional and behavioural, speech and communication difficulties, hearing, visual and physical impairments. Forty-five per cent of pupils are entitled to free school meals, which is above the national average. The school is situated in a socially and economically disadvantaged area and is part of an Educational Action Zone² (EAZ). A fairly high number of pupils enter and leave other than at the normal admission and transfer times (termed ‘mobility’). Overall, children’s attainment when they begin school is very low in relation to what is expected for their age.

HOW GOOD THE SCHOOL IS

This is a very good school. All pupils achieve well, both academically and personally. Standards have risen sharply since the last inspection and are continuing to do so. High quality teaching and learning experiences, together with exceptionally effective leadership and management, are promoting the school’s continuous improvement. The school gives good value for money.

What the school does well

- The headteacher provides excellent leadership and is driving forward improvement at a very good rate.
- The teaching is very good and all pupils achieve well as a result.
- All pupils achieve good standards in music and art and design; junior pupils also achieve good standards in information and communication technology (ICT), religious education (RE) and physical education (PE).
- Very good quality learning experiences are provided, which promote pupils’ academic and personal development extremely well; all pupils are fully included in everything that is offered.
- The school ensures that pupils with special educational needs and those with English as an additional language are supported very well so that they can achieve their potential.
- Pupils really enjoy school, behave very well and forge very good relationships.
- This is a very caring school where pupils are valued as individuals.
- The school works hard at, and is very successful in, keeping parents informed and encouraging them to be as involved as possible in their children’s learning.

Kates Hill Primary is a very successful school with strengths in many areas and no significant weaknesses. In the context of its many strengths, some minor points for improvement have been suggested and will form the basis of the governors’ action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very good improvement has occurred since the school’s last inspection in May 1997. All of the issues identified at that time have been successfully dealt with and are now strong elements of provision. Pupils’ test results have risen dramatically in the interim. Where standards and provision were already high these have been maintained alongside good improvements in other areas. These include improvements to standards in ICT, RE and PE; much better teaching; and a significant improvement to provision for pupils’ cultural development, which is now excellent.

¹ Organised into teaching groups on the basis of prior attainment

² An area identified as suffering from significant social deprivation and in which some schools are targeted to receive significant additional funding to improve aspects of their work.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	D	D	A
Mathematics	E	E	E	D
Science	E	E	E	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table is not particularly indicative of the improvement that has occurred to test results³ and pupils' standards since the last inspection. The pupils that took the tests in 2001 contained a very high proportion with special educational needs and many had also taken extended leave during their time in the juniors, some just prior to the tests. These factors, together with the fairly high rate of mobility, had a limiting effect on overall test results in 2001. The Year 6 results for 2002 will be affected by much the same factors, although those who have attended regularly will have achieved well in relation to their prior attainment. Standards for this group are generally well below average. However, standards are much higher in other junior year groups. In Years 4 and 5, for instance, they are generally in line with what is expected for pupils' ages.

Children in the nursery and reception achieve very well in relation to their low starting point, although by the end of reception, standards are still below those expected for their age in language, communication and literacy; mathematics; and knowledge and understanding of the world. However, in the areas of creative; physical; and personal, social and emotional development, standards are generally in line with those expected. At age seven, standards in reading, writing, mathematics and science remain below average, mainly due to the continuing impact of pupils' low standards on entry and the fact that many are still developing competency in speaking and in understanding spoken and written English. Nevertheless, inspection evidence shows that these pupils are achieving well. Indeed, the 2002 test results (as yet unpublished) indicate that in relation to similar schools their achievement is above average.

Throughout the school, particular strengths are seen in the standards of work in art and design and music; in the juniors there are also strengths in ICT, RE and PE. All pupils achieve well at this school, including higher attainers, those with special educational needs and those with English as an additional language. While the overall trend of improvement in the school's test performance at age 11 is broadly in line with the national upward trend, it has actually been much better in English and science. Based on its good knowledge of pupils, the school sets challenging, but realistic targets for them to achieve in national tests.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils want to achieve well. They take pride in their work.
Behaviour, in and out of classrooms	Very good. The school is a calm and orderly place and pupils have very good levels of self-discipline.
Personal development and	Very good. Pupils are keen to accept responsibility and mix easily with each

³ These have risen from 12%, 5% and 7%, respectively, in English, mathematics and science to 68%, 51%, and 76% in the 2001 tests.

relationships	other and adults.
Attendance	Unsatisfactory. Falls below the national average because of holidays taken in term time. Punctuality is good.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Very good

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

The quality of teaching is a strength. Consequently, the needs of all pupils are well met. Throughout the school, the teaching of English and mathematics is good. Speaking skills are especially well promoted by teachers, who give pupils many opportunities to express views and to discuss and explain their work. The skills of literacy and numeracy are well taught and effectively promoted in other subjects. There is good teaching in all year groups and all subjects, including ICT, which is also promoted very well in other subjects. The improvement that has occurred to teaching since the last inspection has resulted in more consistent learning throughout the school and has raised standards in a number of subjects.

Key strengths are teachers' very good subject knowledge, high expectations, very good relationships with pupils, and effective use of time and support staff. Most teachers are very effective in providing work that matches pupils' specific needs so that those who experience difficulties are given extra help and those who learn quickly receive additional challenge. Support staff make a particularly effective contribution, especially to the progress of pupils with special needs and English as an additional language. There are no significant weaknesses in teaching, but very occasionally, teachers talk for too long resulting in pupils losing concentration and becoming somewhat frustrated because they are eager to begin work. Teachers tell pupils how well they are doing and how they can improve, which gives them a good insight into their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Whilst maintaining an appropriate emphasis on the basics, pupils receive high quality learning experiences in a broad range of subjects. The curriculum meets statutory requirements.
Provision for pupils with special educational needs	Very good. Staff are committed, caring and professional in their approach towards supporting pupils' learning. The school is particularly effective in ensuring that pupils are fully included in all that is provided.
Provision for pupils with English as an additional language	Very good. Pupils' language needs are assessed early and the curriculum is then planned around them. Support for pupils is available in every year group to ensure all have good and equal access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision continually promotes pupils' sense of self-worth and encourages them to have high aspirations. Pupils are taught to appreciate the beauty in the world around them; know the difference between right and wrong; interact well with each other and adults; and value and respect people's differences.

How well the school cares for its pupils	Very good. This is a caring school where pupils are well looked after. There are very effective systems to check on and promote pupils' academic and personal progress.
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The school's partnership with parents is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher is the foundation upon which all other strengths are built. The deputy and senior management team play a central role in successfully managing different aspects of the school's work. Subject and other co-ordinators are very committed and conduct their responsibilities effectively.
How well the governors fulfil their responsibilities	Good. Governors are very supportive and are growing well into their role of critical friends. They have a good insight into the school's work and fulfil all statutory requirements.
The school's evaluation of its performance	Very good. This is a school with its 'finger on the pulse'. It knows its strengths and what it has to do to improve even further. As such, its capacity for improvement is very good.
The strategic use of resources	Very good. Money is used very well to improve provision in many areas. Other learning resources, including support staff, are used very well to raise standards and support teaching and learning.

The adequacy of staffing, accommodation and resources is good overall, with strengths in staffing and for resources in many subjects. There are some weaknesses in the accommodation, which the school is addressing. The school does everything possible to ensure it gets the best value from spending and other decisions it makes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The teaching is good and children make good progress. • Children behave well. • The school helps children become mature and responsible. • The school expects children to work hard. • Most feel that they are well informed about how their children are getting on. 	<ul style="list-style-type: none"> • Annual reports on their children's progress are too impersonal.

Inspectors agree with all of parents' positive views. They are right to have confidence in the school. Past reports on pupils' progress are informative, but could have been more personal. However, the school has already addressed this and the reports soon to go out are much improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On starting school, children's skills are generally very low in relation to what is expected for their age. Many start in the nursery speaking their home languages of Urdu or Punjabi. Children make good progress and achieve well in relation to their low starting point, although standards in communication, language and literacy, mathematics and knowledge and understanding of the world are still below those expected for children's age at the end of the reception year. Children also make good progress in the areas of creative; physical; and personal, social and emotional development where, by the end of the reception year, standards are generally in line with what is expected.
2. The results of national tests taken by the school's seven-year-olds in 2001 were well below the national average in reading and mathematics and below in writing. However, when compared to similar schools, these results were above average in reading, well above in writing, but still below in mathematics. The most recent results (2002, as yet unpublished) show a significant improvement in mathematics indeed, the data strongly suggests that pupils' performance in relation to similar schools is above average. Good improvement can also be seen in the 2002 reading results, which now look to be well above average compared to similar schools. The school's success in a focused drive to improve standards in writing can be seen in the significant rise that has occurred to results since 1998; the 2002 results in writing show a slight fall, but look to have remained above average when compared to similar schools. Notable, is the rise at the higher levels, showing that the school is providing good challenge for higher attainers and allowing them to achieve their potential. Teacher assessments of pupils' standards in science were in line with the national average at the expected level, but below at the higher level. Assessments of standards in speaking were well below average. Over time, there is no significant difference in the performance of boys and girls, although in some years boys performed less well than girls in all the subjects tested. Inspection evidence did not find any significant differences in the achievement of boys or girls.
3. Inspection evidence confirms the most recent test and assessment results. It shows that, while standards in reading, writing and mathematics are below average, this is mainly linked to the continuing impact of:
 - low standards on entry: and
 - many pupils' developing skills in speaking and in understanding spoken and written English.
4. The below average standards do not reflect any weaknesses in the school's provision. There is no doubt that, in relation to their prior attainment, all pupils make good progress in literacy and numeracy. In science, most pupils make good progress, but higher attainers are not given challenging enough work. Consequently, while these pupils generally achieve satisfactorily, there is scope for them to achieve more.

5. The results of national tests taken by 11-year-olds in 2001 were below the national average in English and well below in mathematics and science. Compared to similar schools, these results were well above average in English, above in science, but below in mathematics. Data is not yet available to show how the current group of Year 6 pupils have performed in the recent (2002) tests, but inspection evidence shows that the standards being achieved by this group are generally below and well below average. There are a number of reasons for the below average standards of this group and the group that took the tests in 2001. In the main they relate to:
 - a high proportion of pupils (over half) with special educational needs related to learning;
 - a high proportion taking extended leave (visits to Pakistan), some of which occurred just prior to the national tests in 2001;
 - a high mobility rate, with a significant proportion of pupils joining the school in the juniors.
6. Despite high quality teaching and learning experiences, the above factors have had a significantly limiting effect on the proportions of pupils achieving the higher levels and, in some instances, the expected levels. Even though the current group of Year 6 pupils have made good progress, their standards are not indicative of the improvements that have occurred since the last inspection. These are evident, however, when comparing the test results achieved at that time to those achieved in 2001. Moreover, the standards being achieved by the current groups of pupils in Years 4 and 5 are virtually in line with what is expected for their ages. While the overall trend of improvement in the school's test performance in English, mathematics and science is broadly in line with the national upward trend, in English and science tests, results have risen at a faster rate than nationally. There are no significant differences between boys' and girls' performance over time.
7. Pupils for whom English is an additional language achieve well. Progress in the acquisition and basic understanding of English is rapid. This assists their learning so that by the time they are seven many are developing into confident learners, able to access the whole curriculum and reaching similar standards to other pupils.
8. Pupils with special educational needs make progress, similar to that of all pupils. Their needs are assessed at an early stage and this results in them being set specific and appropriate targets for them to achieve. Clear and appropriate work programmes, together with additional, good quality, adult support enables them to achieve well.
9. A particular strength is the progress made by higher attainers (the only exception being in science in Year 2). The needs of these pupils are catered for well. The school makes very effective use of performance data to set specific and challenging targets for them; organises teaching groups to narrow the range of attainment in classes, for example, by setting; and provides good quality adult support and intervention that extends pupils' knowledge, understanding and skills.
10. Pupils throughout the school achieve well in a range of subjects. In art and design and music, for example, standards are above average at ages seven and 11. Junior pupils also achieve above average standards in ICT, PE and RE. They have good knowledge of the uses of ICT in the world and are skilled at using it to support their learning. In design and technology,

geography and history, pupils at ages seven and 11 make good progress and reach broadly average standards. There was insufficient evidence to make secure judgements about seven-year-olds' standards in PE.

Pupils' attitudes, values and personal development

11. The high standards noted by the last inspection have been maintained and remain strengths. From the earliest days, children really enjoy coming to school and are very keen to learn. Time and again within lessons, pupils demonstrate high levels of enthusiasm invariably bursting at the seams to answer questions and explain their work. Their very high level of involvement in extra curricular activities also attests to their enthusiasm and interest in school life.
12. Throughout the school and in many contexts, including lessons, behaviour is very good. In the dining hall, assemblies and at playtime, pupils show respect for one another. For example, by waiting courteously to be served; holding doors open; and sharing playground equipment. Pupils are involved in drawing up their class rules and consequently understand and respect them. Pupils from minority ethnic groups are particularly well integrated into the life of the school. No incidents of bullying or racism were seen and interviews with pupils confirm that such incidents are very rare. There have been no exclusions in the last two years.
13. Relationships between pupils, and between pupils and staff, are very good. This gives pupils the security and confidence to extend their talents and raises their self-esteem. Pupils appreciate the ethnic and cultural diversity in the school and learn to share and celebrate various religious festivals and events such as Eid and Christmas. Pupils talked with much enthusiasm about a recent multicultural fashion show.
14. Starting in the nursery, children are encouraged to share, develop initiative and a sense of independence. Infants are eager to help with classroom monitoring tasks, for instance distributing and tidying away resources. By the time they are in the juniors, pupils have acquired the confidence and maturity to become monitors and members of the school council. Pupils are well involved in helping to negotiate personal learning targets and evaluate their progress toward them. In lessons, pupils co-operate very well when working in groups or pairs, often of mixed gender, and provide good support and encouragement for each other.
15. The attitudes and behaviour of children in the Foundation Stage are very good. They are eager to come to school and get on well with each other and the adults who teach them. Children play and work together well, sharing and taking turns with minimal conflict. They are learning skills of independence and have adjusted very well to everyday routines such as helping to tidy things away at the end of sessions.
16. Pupils with special educational needs have positive attitudes to school. The caring nature of the school ensures that all are fully integrated and included. The pupils reflect very well the high emphasis on good manners, behaviour and sensitivity to others that

is promoted by the staff. Pupils who speak English as an additional language show increased confidence in their own abilities as learners because of the very good support they receive. This, in turn, leads to them becoming more independent and well able to make choices for themselves. In some lessons, they work well collaboratively due to their increased confidence in speaking and listening. They behave very well and enjoy school.

17. As at the time of the last inspection, the level of attendance is unsatisfactory. Extended holidays taken during term time accounts for much of the absences. Were it not for these, attendance would be in line with the national average. The vast majority of pupils are punctual, so lessons always begin on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The overall quality of teaching is very good and has improved since the last inspection. Eighty-three per cent is good or better, with 35 per cent being very good and four per cent excellent. During the inspection, teaching was unsatisfactory in only one lesson; this was not seen to be significant in the overall picture of teaching quality at the school.
19. Teaching in the Foundation Stage is consistently good and is very good in 40 per cent of lessons. All staff work as a mutually supportive team. Teachers have a good understanding of the way in which young children learn and plan a wide range of relevant and practical activities that meet their needs and capture their interest. The wide variety of activities, including play, is thoughtfully organised to promote learning across a range of areas. For example, during one session, a nursery teacher promoted children's language, scientific and social skills, very well as she encouraged them to describe the colour, smell and texture of the fruit she was cutting for their snack, then to say 'please' and 'thank you' as these were distributed. All of the staff work very hard to ensure that all children have the same opportunities to experience everything that is on offer. Bilingual teachers and support staff make a very effective contribution to helping children understand and take part in the activities. There is a good balance between child-chosen activities and those led by teaching staff. Staff intervene effectively and continuously to encourage skills of speaking, listening and personal and social development. Basic skills of literacy and numeracy are constantly promoted throughout the day. The teaching provides children with a very good start to their education and prepares them well for beginning the National Curriculum in Year 1.
20. In Years 1 and 2, teaching is always satisfactory and is good or better in 71 per cent of lessons; eight per cent is very good. In Years 3 to 6, teaching is good or better in 85 per cent of lessons, with 40 per cent being very good and seven per cent excellent. Good teaching is seen in all subjects and in all year groups. Literacy and numeracy skills are taught well in specific lessons and are also promoted effectively in other subjects. The setting arrangements in mathematics, literacy and science work well, enabling teachers to match work closely to pupils' needs. This is promoting good learning and improved standards. Another strong feature, throughout the school, is the way teachers promote pupils' speaking skills. Good opportunities are provided for them to work collaboratively, discussing their views or how they will tackle work and for them to explain their work to the class. Speaking skills are also very effectively

promoted in lessons such as art and design, design and technology, music and physical education, where pupils are required to evaluate their own and others' work. Teachers make good use of opportunities to exploit ICT skills in a range of lessons, which is promoting good learning in this subject and helping to raise standards.

21. In both the infants and juniors, really effective lessons are characterised by a number of common features. For instance, teachers' good subject knowledge, and a high proportion of direct teaching. In numeracy and literacy lessons, for example, teachers never stop teaching and the best constantly involve many pupils in answering questions and explaining their work. Moreover, they use these opportunities well to assess how effectively pupils are learning. Teachers then modify their questions and future lesson plans to provide more challenge for pupils who are coping well and more support for those finding it difficult. This aspect in particular has improved since the last inspection. Teachers' planning is now of a high standard and caters well for all pupils' needs. With the exception of some lack of challenge for higher attainers in science in the infants, higher attainers are given work that really stretches them and allows them to achieve their potential.
22. A brisk pace underpins the teaching of many successful lessons. Teachers manage time well and achieve a good balance between instruction and explanation, and opportunities for pupils to work independently. Where time limits are set for pupils to complete work, a real sense of urgency is created and pupils apply themselves well. The very good relationships that exist between teachers and pupils promote effective learning. Pupils really like their teachers and want to please them. They rise to the high expectations set.
23. Teachers' comments to pupils about their work, both verbally and in marking, strike the right balance between celebrating and encouraging their efforts and giving them achievable targets and points to help them improve. All of this, together with the specific targets that teachers set for pupils or negotiate with them, gives pupils a very good insight into how well they are learning. Teachers share with pupils the objectives of lessons, in language that they understand, and return to these at the end of lessons. As a result, pupils can evaluate how effectively they have learned and are involved very much in the learning process. This is another aspect that has improved since the last inspection. Appropriate homework is set regularly and used satisfactorily to support the work done in class.
24. There are no significant weaknesses in teaching but, very occasionally, teachers talk for too long resulting in pupils losing concentration and becoming somewhat frustrated because they are primed and eager to begin work.
25. Teachers make effective use of support staff and both work well together. Support staff are well briefed about their roles, for example about the questions to ask pupils and the extent of intervention they should provide. By sharing in the planning and assessment processes they are able to complement the work of teachers very well. In particular, there is very good support for pupils with English as an additional language and consequently these pupils learn well. Good teamwork between the specialist language development support staff and class teachers ensures all work in harmony to promote speaking skills and pupils' understanding. Support staff are actively involved with

children during whole class teaching sessions, where they continuously encourage pupils' involvement and response. These staff also ensure that pupils feel secure and that resources are appropriate and used well to develop learning and encourage participation. Newly arrived pupils who speak little or no English are initially taught in their home language by the school's skilled bilingual staff. These staff assess pupils' needs and then organise the appropriate level of support for them. Their progress is regularly monitored and targets set to ensure their learning moves at a good pace. Dual language teaching is used very effectively to support learning.

26. Pupils with special educational needs are taught well, both in class and when withdrawn to receive individual or small group support. Teachers match activities well to pupils' needs. Learning support assistants provide effective help for pupils during whole class lessons, group, and individual, work. All the adults who work with these pupils are sensitive to their difficulties and show considerable patience and understanding. They make sure that pupils are challenged, but are able to achieve success.

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

27. All pupils benefit from a very good range of learning opportunities. The curriculum has breadth and is relevant to pupils' needs and experiences. It meets statutory requirements, incorporating all the subjects of the National Curriculum and RE, and prepares pupils well for the next stage of their education. There has been good improvement since the last inspection.
28. Children in the Foundation Stage receive a good and broad education, which is based on the recommended six areas of learning. Teachers and support staff are used well with the result that coverage in all six areas is very good. The curriculum is planned well to ensure that it provides a good introduction to the National Curriculum in Year 1.
29. Overall, the learning experiences provided for higher attainers are also well modified to meet their needs. Pupils with special educational needs are fully included in all aspects of the school's work and have full access to the entire curriculum. The school has carefully planned how it will meet the needs of pupils who speak English as an additional language. Individual language needs are assessed early and the curriculum is then planned to meet them. Support for these pupils is available in every year group to ensure that all have equal access to the curriculum. Currently, the school is giving additional emphasis to the development of speaking and listening skills, and this is having a very positive impact on raising pupils' achievement.
30. There are policies and schemes of work for all subjects, including a RE scheme that meets the requirements of the Locally Agreed Syllabus. The school is successfully using national guidance as the basis for its curriculum planning. As a result, planning for all subjects is at least satisfactory, with particular strengths in English, art and design, geography, ICT, music, PE and RE. The National Strategies for Literacy and

Numeracy have been implemented well and enable teachers to plan work that builds on what pupils have already learned.

31. Very good provision is made for pupils' personal, social and health education (PSHE). Sex education and making pupils aware of the dangers of harmful substances are key elements in this provision, with visiting specialists making good contributions. There are very good opportunities within the curriculum for pupils to stop and reflect on their feelings and to talk through issues. For instance, in weekly PSHE lessons, opportunities are given for whole-class discussions about moral issues, relationships and responsibilities. There is a strong emphasis in the curriculum on heightening pupils' awareness of how to care for their environment and achieve healthy lifestyles.
32. A very good range of extra-curricular activities is provided, including opportunities in sport, music, dance and drama. The range is carefully planned to be relevant to the different cultures in the school and attendance by pupils is high. These activities enhance the curriculum and make a very effective contribution to pupils' learning and personal development. A good range of visits and visitors further enhances the curriculum, supporting learning in a wide range of subjects, such as history and RE.
33. There are very good links with the community. These are particularly beneficial in the teaching of PSHE and in home school liaison. For instance, a local industrial group is working in partnership with the school in its attempt to boost attendance. Very good links exist with other schools and colleges from which the school derives many benefits. For example, strong liaison with one local secondary school enables specialist teachers to visit and support work in science and art and design.
34. The overall provision for pupils' spiritual, moral, social and cultural development is very good and is promoted extremely well through the whole ethos of the school. These high standards of provision have been successfully maintained since the last inspection, with an improvement in provision for cultural development, which is now excellent.
35. The school aims to ensure that everyone is fully included, and valued. This contributes very well to the spiritual ethos of mutual respect. Through the curriculum, collective acts of worship, and the PSHE programme, the school gives pupils very good opportunities to gain knowledge and insight into values and beliefs and enables them to reflect on their own and others' experiences. This is particularly evident in the good RE programme. There are good links with local churches and clergy regularly attend and lead assemblies and collective acts of worship. Celebrations of religious festivals such as Eid, Diwali and Harvest are seen as important occasions in the school year and provide very good opportunities for spiritual development. Lessons in art and design, music and literacy provide further, very valuable, experiences that heighten pupils' spiritual awareness, helping them to see and understand the beauty in the world around them and how it can be represented, visually, audibly and writing.
36. The school promotes a strong moral code of behaviour, which is upheld throughout the school by all staff who provide very good role models. Principles that distinguish right from wrong are taught very well. The positive behaviour management policy, actively promoted by all adults, fosters moral values such as honesty, tolerance and respect. A

strong sense of community spirit is encouraged and is reinforced through pupils' involvement in sporting, musical and other community events. Pupils are encouraged to work collaboratively and to take on responsibilities. In a RE lesson, for instance, they worked in pairs to 'brainstorm' ideas for a prayer of thanks. Pupils can be elected to the school council and become monitors in Year 6. Opportunities are provided for pupils in Years 5 and 6 to further develop social skills during residential visits held in the autumn term. These enable pupils to prepare for the responsibilities given to them during their final year in the school. Moral and social issues are also addressed very well through the PSHE programme and, for example, through visits from theatre groups, which have helped pupils to think about their actions towards others. For instance, a group recently performed a play about bullying for older pupils.

37. The school places a very high emphasis on the sharing of all cultures within the community. Both staff and pupils are encouraged to talk to the rest of the school community about their beliefs, practices and customs. A good range of visits provides opportunities for developing pupils' knowledge and understanding about the local area and its culture. Regular 'theme' weeks are held, which give pupils excellent opportunities to develop an understanding of the diversity of different cultures. Some of the most recent events include an African Caribbean week, a creative arts week, a multicultural fashion show and a project with an African drum group. Pupils are also able to participate in a wide range of extra curricular activities that link with this aspect; for example, the steel band and *Bangra dancing*. Opportunities within many subjects of the curriculum, including art and design, history, geography, literacy and music are very successfully exploited to enhance pupils' understanding of past and present cultural beliefs and traditions within this country and others.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school has maintained the high standards of care noted by the last inspection. A particular strength is the way in which staff work hard to nurture good relationships with pupils and to build trust. As a result they know pupils well and support them in many ways, both academically and personally. The personal support and guidance provided for pupils is very good.
39. Procedures for child protection and ensuring pupils' welfare are good. The deputy headteacher is the designated person for this aspect and knowledge of her role amongst staff is good. All staff have been trained and are aware of their responsibilities. Daily health and safety tours of the site are conducted and provision for first-aid is good, with three adults trained to administer this. Records of accidents and fire drills are up to date. The school provides an excellent midday meal for pupils and lunch times are a worthwhile social experience.
40. Procedures for monitoring and improving attendance are good. The home school liaison officer checks the registers daily for any absences, which are followed up on the same day. For example, where no information from home has been received to explain absence a 'first day' telephone call to home is made and, if this proves fruitless, a home visit. Regular meetings with the Education Social Worker support the school in

investigating any extended absences. Parents are constantly reminded, through correspondence and newsletters, about the detrimental effects on pupils' learning of taking holidays in term time. A good range of incentives is provided to encourage attendance. These efforts have been instrumental in producing an improvement in attendance levels over the last three years.

41. The school has very good procedures, through its assertive discipline policy, for promoting and monitoring behaviour and eliminating any oppressive behaviour such as bullying and racism. The system is managed consistently well, with the added benefit of the behaviour co-ordinator being allocated time to meet with staff and pupils to resolve any significant issues.
42. Procedures for assessing pupils' attainment and progress are very good and have improved since the last inspection. Very good use is made of ICT to analyse the results, producing a clear picture of how each pupil and different groups of pupils, such as girls and boys and pupils from different ethnic backgrounds, are progressing. Pupils are then organised into teaching groups to maximise teaching and learning experiences and ensure that the best possible provision is being made to help them learn. Assessment information is also used very effectively to target additional adult support at areas of greatest need.
43. Effective use of assessment identifies, at an early stage, pupils who may have special needs. Action is then taken to address them, with specialist external agencies involved as necessary. Individual education plans are written clearly, with specific and attainable targets that are reviewed regularly. Reviews involve both pupils and parents.
44. The school has very effective procedures for assessing the needs of pupils for whom English is an additional language. Assessment is an ongoing process to ensure that pupils are making sufficient progress and to set targets for their next steps of learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school works hard at maintaining an effective partnership with parents and is successful in this. The majority of parents have very positive views of the school, feeling that it provides a good standard of academic and personal education. Parents of children with special educational needs are particularly pleased with support given to their children and with the information provided to them about their progress.
46. The school encourages parents to be involved in the school. This starts even before children commence their education, with a toddlers club that encourages parents to bring their children into the nursery, to take part in activities, one day a week. A bilingual home-school liaison worker is available in the playground at the beginning and end of each day to talk to parents and help keep them informed; her presence is greatly valued by both parents and the school. Engaging and involving parents in their children's education is a key element of the work being undertaken in conjunction with the EAZ initiative. Money for this aspect has been used well to employ two home-link workers who organise a range of courses and activities for parents, which are proving

increasingly popular. The school surveys parents' views and in response has made improvements to the way it manages the transfer of pupils to secondary school.

47. The information provided for parents is good. Parents have good opportunities to discuss their children's work and progress with teachers at the three consultation evenings held during the year; parental attendance at these meetings is good. Parents say that they also appreciate the good day-to-day contact with teachers and the way that they, and the headteacher, are available to speak to them at short notice should the need arise. Parents are given good information about the curriculum. Weekly newsletters keep parents well informed and the prospectus and governors' annual report meet statutory requirements. Annual reports on children's progress are informative and this year they have improved so that they are much more personal.
48. Parents are encouraged to come into school and help, although relatively few do so. However, attendance at other events is good. For example, the praise assembly, reception ICT lessons, and courses and workshops in first aid, mendhi painting, computers and family numeracy. There is a small, but vital, friends association that is active in fundraising to help the school. Money raised has been used to support payment for outside visits and to purchase a television and video recorder. Overall, parents make a satisfactory contribution to their children's learning at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher provides highly effective leadership and management. All issues from the last inspection have been successfully addressed and improvements have occurred in other areas at the same time. Behind the headteacher's approach to management is a deep-rooted conviction that all members of staff play an essential role in the school's work. All staff feel valued and are consequently willing to commit much hard work, which supports continual improvement. At the centre of everything are the pupils. They are rightly seen as the most important people in the school and their interests are put first. The headteacher is passionate in her belief that pupils deserve the very best educational experiences available and all that is done is channelled into making things better for them. Whilst the school is committed to pupils achieving their academic potential, the human dimension to management puts great value on the all-round development of pupils and this pays off. Numerous strengths are evident in the personal, social, moral and spiritual development of pupils.
50. Providing additional strength to the management structure is a very competent deputy and a strong senior management team. These individuals carry out the duties and responsibilities delegated to them effectively and give good support to the headteacher. Co-ordinators are successful managers who are knowledgeable about their subjects, pupils' standards, and the quality of teaching and learning in the areas for which they are responsible. Co-ordinators make a good contribution to supporting the raising of standards and improving pupils' achievement. They provide good support for colleagues through demonstrating and observing teaching, analysing pupils' work, providing training and giving advice through general day-to-day discussion.

51. There is very effective leadership and management of special educational needs provision. The efficient co-ordinator has a clear overview of the responsibilities of the role and is successfully implementing the new Code of Practice. The register of pupils is well maintained and their progress is monitored well.
52. Management of the provision for pupils with English as an additional language is very good. The school has considered carefully the way in which it is to meet pupils' needs and has targeted resources very effectively to ensure that they make good progress. Because of a reduction in the allocation of the government grant for the support of these pupils, the school has made some contingency adjustments to limit any detrimental impact. The team leader of the language development teachers deploys them effectively to ensure that support is provided where it is needed most.
53. The monitoring, evaluation and development of teaching is very good. This has been pivotal in supporting very good improvement in teaching since the last inspection. The headteacher regularly monitors teaching and learning. She does this rigorously but sensitively, and staff view the process as a crucial part of their professional development. The headteacher has a sharp and perceptive insight of the teaching quality at the school and of what constitutes effective teaching. She knows what works well and what does not, and is therefore able to offer individual teachers very good advice about how to improve. This process links very well with the school's strategy for teacher appraisal and performance management.
54. Very good systems to check on the quality of teaching and learning, together with the detailed analysis of performance data, support the school in identifying and prioritising areas for improvement. These are clearly set out in the school's development plan, with very good detail about how they will be achieved and how success will be measured. This is a school that knows its strengths and weaknesses and is clear about how it will go about improving its standards and provision. The priorities that have been identified are the correct ones for the school at this time.
55. Governors are a committed and effective team and provide good support for the school. Governors are developing a thorough understanding of their roles and responsibilities, attend regular training and fulfil all their legal obligations. They are well informed about the school's work, receiving comprehensive and accurate information from the headteacher and co-ordinators to support them in this. Governors visit the school regularly, see lessons and are involved in formulating and monitoring the school's development plan.
56. Financial management is very good and governors are appropriately involved in financial decision-making. Budgeting relates directly to the priorities set in the school's development plan. The school is making very good use of all the financial resources available to it, including special grants, such as funding for staff training in ICT, which is making a positive contribution to staff subject knowledge and confidence. Money allocated for supporting pupils with special educational needs and English as an additional language is also used well and contributes to their good

progress. Everything possible is done to ensure that the school gets the best value from spending and other decisions it makes. The school makes very good use of new technology, for example, to record and analyse assessment and attendance data to support the raising of standards. Day to day administration is very efficient and does much to support the smooth running of the school. Administrative staff provide a warm and welcoming first contact for visitors.

57. The match of teachers and support staff to the demands of the curriculum is very good. A particular strength is the use of support staff to improve teaching and learning for different groups of pupils. These staff and teachers are well trained to address the range of pupil needs. The arrangements for inducting and mentoring of new staff are very good. This school has very good potential for training new teachers.
58. Currently the accommodation is satisfactory. The inspection was conducted during a period of major building work involving the construction of two new classrooms together with a new administrative office. When this is completed at the start of the 2002 academic year the situation will be much improved. That said, the building and grounds are not ideal. The path running down to the outdoor play area for nursery children is very steep so staff have to be extremely vigilant in supervising children's safety. Drainage on the playing field is inadequate. The school is currently waiting to hear whether the bids it has made for funding to rectify these last two items have been successful. The school is well decorated with many high quality displays that stimulate pupils' interest and celebrate their work. The whole school is kept very clean thanks to the efforts of the site manager.
59. The school is well resourced. Resources are particularly good in English; science; history; ICT; RE; and for children in the Foundation Stage; there are also strengths in resources to support teaching and learning for pupils with special educational needs and those with English as an additional language.
60. Overall, the strong and effective leadership and management noted by the last inspection have improved even further. The result is seen in the improved standards of teaching and learning and the school's highly effective provision across the board. There is a collective determination to make things even better and to go for all out excellence. Effective strategies and systems are in place to support this and, as such, the school's capacity to improve is very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. There are no key issues for the school to address. However, in the context of its many strengths, the following minor points for improvement have been identified and will form the basis of the governors' action plan:

- Provide harder work for higher attainers in science in Year 2 (paragraph 96).
- Promote mathematical and scientific vocabulary more effectively through display (paragraphs 93; 99).
- Provide more opportunities for pupils to explain their understanding of mathematics through recorded work (paragraph 93).
- Continue efforts to improve overall attendance rates by reducing extended leave (paragraph 17).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	25	39	13	1	0	0
Percentage	4	31	48	16	1	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	60	333
Number of full-time pupils known to be eligible for free school meals	N/A	149

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	8	166

English as an additional language	No of pupils
Number of pupils with English as an additional language	217

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	7.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.8
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	19	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	14	13
	Girls	25	25	23
	Total	36	39	36
Percentage of pupils at NC level 2 or above	School	73 (80)	80 (87)	73 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	16	16
	Girls	24	26	26
	Total	37	42	42
Percentage of pupils at NC level 2 or above	School	76 (89)	86 (83)	86 (85)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	23	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	17
	Girls	14	10	14
	Total	28	21	31
Percentage of pupils at NC level 4 or above	School	68 (69)	51 (46)	76 (60)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	15
	Girls	14	13	14
	Total	25	26	29
Percentage of pupils at NC level 4 or above	School	61 (37)	63 (43)	71 (57)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	24
Black – African heritage	4
Black – other	24
Indian	11
Pakistani	153
Bangladeshi	3
Chinese	0
White	118
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	20.5
Number of pupils per qualified teacher	16.1
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	214.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	30
Total number of education support staff	5
Total aggregate hours worked per week	116.25
Number of pupils per FTE adult	11

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.2
Number of teachers appointed to the school during the last two years	5.6
<hr/>	
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2001/02
	£
Total income	1,042,703
Total expenditure	1,032,995
Expenditure per pupil	2,615
Balance brought forward from previous year	27,103
Balance carried forward to next year	36,811

Results of the survey of parents and carers

Questionnaire return rate: 36%

Number of questionnaires sent out	393
Number of questionnaires returned	140

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	43	1	1	0
My child is making good progress in school.	46	50	1	2	1
Behaviour in the school is good.	43	49	4	1	2
My child gets the right amount of work to do at home.	34	48	8	5	5
The teaching is good.	54	41	2	1	2
I am kept well informed about how my child is getting on.	42	49	6	3	0
I would feel comfortable about approaching the school with questions or a problem.	51	36	8	1	4
The school expects my child to work hard and achieve his or her best.	56	36	4	0	4
The school works closely with parents.	39	44	11	3	4
The school is well led and managed.	44	40	9	1	6
The school is helping my child become mature and responsible.	41	50	5	1	2
The school provides an interesting range of activities outside lessons.	31	44	10	3	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

62. Children begin nursery after their third birthday in either September or January. They transfer to the reception class in the September of the academic year in which they turn five. On starting school, children's standards are generally very low in relation to what is expected for their age. All children, including those with special educational needs and those with English as an additional language, achieve well in all areas of learning, including communication, language and literacy; mathematics; and knowledge and understanding of the world where standards are still below expectations at the end of the reception year. In the other areas of learning, standards are in line with expectations. This good achievement is due to high quality teaching from the full range of staff. Indeed this aspect has improved since the last inspection. An early years profile is begun for children when they start school, which records the things that they can and cannot do. This ongoing record supports the planning of a comprehensive and relevant curriculum that meets national recommendations. The information also helps staff to ensure that different age groups, and those who attend full and part-time, receive a broad range of relevant learning experiences targeted to their individual needs.
63. Very good quality teaching is seen in all areas, with particular expertise in promoting children's personal, social and emotional development and their skills in communication, language and literacy. The highly competent and dedicated staff, including bilingual support staff, make a very positive impact on children's learning.
64. The accommodation is well organised and used effectively to support teaching and learning, for example to foster children's independence in accessing resources. Good induction procedures, including home visits, several visits to school by children before starting, and an informative handbook for parents, help the children to settle happily.

Personal, social and emotional development

65. Children's good achievement in this area is seen in their good behaviour and how they are learning to co-operate, take turns and share. Nursery children take turns at taking 'Oliver' the owl home and show great delight when trying to explain what he did! For example, one child, aided by a member of the support staff, explained, "*I cuddled him and he had some peas.*" Children in the reception class share a picnic in role-play during a literacy lesson and in a RE lesson some children showed their growing understanding of what it means to be a good friend by sharing a gentle, spontaneous kiss and hug. Staff have high expectations of children's behaviour and treat them with respect. For example, they talk to them in their home language, thus making children feel included and comfortable. They create an atmosphere where children can develop confidence and self-esteem. Independence is continually fostered from the outset by encouraging nursery children to take responsibility for tidying and collecting resources and books. Learning experiences such as these work well and, by the time children are in reception, they are quite independent individuals. An example was the way in which reception children were able to organise themselves in a mathematical activity to play a

game. Children's personal, social and emotional development is promoted continually and underpins the whole curriculum.

Communication, language and literacy

66. Children are making good progress in this area. In the nursery, teaching staff use a range of strategies to promote speaking and listening skills and understanding of English. For example, children listen to a tape of different sounds and then select a picture to depict the sound. In the main, children listen attentively. For many, limited experience of English results in them giving one-word answers. Teachers provide constant encouragement and reinforcement, and bilingual staff ensure that all children are included and understand what is happening. A few children are able to answer in sentences. For example, in response to a sound, one child replied "*Sneezing! He has a cold!*" By the end of reception, children show good concentration when listening to stories. Good role-play and memory games are provided in lessons. For example, when enacting a picnic, the children made good attempts at remembering the contents of the basket, saying the words carefully and clearly. Speaking skills are extended consistently through good questioning from staff who encourage the children to answer in sentences. After teaching input and questioning, a good many children were able to extend an initial one-word answer, "*picnic*", to simple sentences such as "*I am on a picnic*"; "*I go to a picnic*" and eventually one child volunteered, "*I went to the park for a picnic*".
67. This systematic, step-by-step teaching in oral work is now having a positive effect on children's written work. By the end of reception, children are attempting to write their own sentences, with some higher attainers making good efforts at simple story writing. For example, "*This is a bus. The bus is going to town.*" Stimulated by pictures, average attainers supply the beginnings and endings of words, such as '*pin*', '*cap*' and '*bat*'. Lower attainers show development of an understanding of separate words in their early writing and reproduce some sounds. For example, one child wrote, "*rose hit mas*" meaning "*Rosie was sad*". Many children who have English as an additional language are unsure of the order of the words in a sentence, but experiment, with some success, to find the correct order. They show good progression and a growing understanding of the language.
68. All work is well presented. Nursery children are taught to hold their pencils correctly and most reception children produce good handwriting and form letters accurately. The majority copy-write very well. Handwriting lessons are linked with practice in saying sounds, and teachers' comments in children's books are helpful and positive, for example, "*Good, you can say that sound*". By the end of their time in nursery, most children make good attempts at writing their names.
69. Early reading skills are developed in the nursery through stories, songs and rhymes. The children have access to a good range of books in their library, which they learn to handle carefully. The high level of support in the nursery enables small groups of children to enjoy books and they are beginning to understand that print carries meaning and books give pleasure. Higher attainers in reception read simple books and recognise

common words. Average attainers also develop a growing knowledge of letter sounds and try to blend these to form words. Lower attainers are just acquiring early reading skills, for example, turning pages correctly and trying to describe the characters in the story from the pictures. Word games; reading activities that are carefully guided by adults; and word/sound jigsaws are among the activities used, effectively, by staff to focus on language development in all areas of learning. Staff also encourage children to read the notices and captions, which are in dual languages. The very good input of all staff underpins the significant progress that children make.

Mathematical development

70. Counting skills are constantly promoted in both the nursery and reception classes, both in specific numeracy sessions and within the wide range of activities occurring throughout each day.
71. Nursery children are given valuable experiences in sand and water and, with good support from adults, correctly identify full and empty containers and discover and name simple two-dimensional shapes buried in the sand. Children also enjoy selecting a shape from the “feely bag” and describing it. Through good, well-paced, teaching, higher attainers accurately recognise three-dimensional shapes such as cubes, spheres and cylinders and pick out these in the things around them, demonstrating their growing knowledge and understanding. Language skills are extended in mathematical sessions and children learn to use words such as curved, straight and flat to describe. They show good understanding of questions such as “*How many corners does a square have?*” and answer correctly. In these sessions, language support or bilingual staff supply the home language, where necessary, to help children understand. However, the children are very keen to say the words themselves. In practical activities, such as using construction equipment, number games and art work teaching staff ensure children’s experiences of counting objects continues. Most four-year-olds count reliably to ten and some beyond. Mathematics puzzles and computer programs help to reinforce children’s understanding and skills with number.
72. Reception children say and sing number rhymes, such as ‘*Five current buns*’, enthusiastically and, through practical demonstration, begin to understand the idea of one less and one more. Most children readily hold up the correct number of fingers to ten when asked. The majority count reliably to 20 and match objects to a corresponding number. Children are well motivated and show good concentration in group work. They organise themselves efficiently and work independently. Children recognise the value of most coins and a range of practical activities gives practice in counting them and in simple shopping activities, which the majority understand. Staff constantly promote mathematical vocabulary. For instance, in one lesson, children were taught to use correct language to compare length and were able to say whether an object was *longer* or *shorter* than a pencil. The children show delight when they know they have really understood the work and staff applaud their efforts.
73. Children’s work shows great improvement over time. Reception children count in twos and tens and have a growing knowledge of the ideas of addition and subtraction. Teachers ensure the work they give children matches their needs, with average attainers covering similar work to higher attainers, but recording less. Lower attainers,

from being able to handle numbers to five at the beginning of the year, are now coping with simple addition and subtraction calculations.

Knowledge and understanding of the world

74. Many children begin in nursery with very limited experiences of the world. However, they quickly show interest and delight in the wide range of activities offered. Various topics give the children some knowledge and experience of how people live and help them to develop a sense of time, place and occasion. For example, in a topic on 'clothes', children learned that there are different clothes for special occasions. A well-mounted display of clothes brought into school by children and staff, includes different types of dress, a baby's christening gown, an Asian wedding dress and an English bridesmaid's dress. Displays such as this and a collage showing different types of uniform, help children to identify what people do and why they wear specific clothing. This learning is reinforced with good opportunities for role-play, enabling, for example, the children to dress up and act out being a traffic warden, a police officer or a bride; language skills are developed simultaneously.
75. A visitor helped nursery children to understand the excitement of a new baby; the children use a variety of materials to make their own puppets and create 'a baby' in a cradle. Photographs of the children as babies and as they are now, help them understand how they grow and develop. Adults work alongside the children to promote their learning, whilst constantly promoting language. For example, when children make vehicles such as an ambulance or a police car, adults help them to find ways of changing and improving their work, always encouraging investigative skills and prompting them to talk about what they are doing.
76. Technological skills are developing well. Nursery children use the computer mouse effectively and, supported by staff, try to recognise letters on the keyboard. Reception children have good control of the mouse and higher attainers use the shift key and space bar confidently. Most children work enthusiastically on computer programs to complete rhymes and some attempt to write simple words and sentences. Reception children record their work neatly. Development in this aspect of knowledge and understanding is good. Reception children also show an understanding of 'now', 'then' and 'long ago' and express likes and dislikes of different types of clothes. One child wrote, "*Ladies wear short dresses now, ladies wore long dresses long ago.*" They discover which animals live in cold or hot lands and learn about famous people in the past, such as Guy Fawkes. Staff give children a wide range of experiences and all work is marked carefully with positive comments. For example, "*Yes, you can label the flower and write about it!*" Children's knowledge and understanding of the world increases considerably during the Foundation Stage.

Physical development

77. On beginning school, many children have had few experiences of climbing, jumping and using mobile toys. Through good teaching and well-planned activities, children quickly discover the delights of physical activities and by the end of reception achieve the early learning goals. Both indoors and outdoors, nursery children use a good range of apparatus and toys that challenge. These include various types of bicycles, scooters,

prams, skittles, ropes, balls and climbing blocks. Good adult supervision and interaction with children ensures that they develop co-ordination and co-operative skills as they work. Staff engage children in games that give them good practice in developing throwing and catching skills and help them to be aware of others and the importance of safety. Reception children work in the spacious hall experiencing a wide range of activities to extend their co-ordination. They have a growing understanding of the importance of exercise to keep healthy and learn to assemble and put away apparatus. Children follow instructions well and are gaining skills in balancing, running, jumping and using large apparatus confidently. In both nursery and reception, specific tasks planned to develop children's finer movements include work using scissors, crayons, brushes, malleable materials and tools. Children are taught to hold implements correctly and to work in a controlled way. They relish these activities and work hard at them, with good results in terms of becoming more dextrous as they get older.

Creative development

78. Children make good progress and most reach the standard expected by the end of the reception year. In the nursery and reception areas and the hall and corridors, children's creative work is carefully mounted with captions, often in dual languages, and is aesthetically pleasing and stimulating. Children have many opportunities to express themselves through drawing, painting, collage and model making and really enjoy this type of work. For example, nursery children explore the use of pasta, sequins, feathers, and different types of paper when making collages. Reception children learn skills of weaving, confidently making choices from a wide range of natural and made materials to produce highly individual works.
79. Children are given ample opportunities for role-play and a wide range of dressing-up clothes is provided. The home corner and the many interesting bays in classrooms, together with good resources, give children the chance to develop imagination and discover different ways of communication. For instance, two children talked excitedly to each other on telephones whilst another group makes a family visit to the doctor's surgery. Tapes in the listening corner and a good range of musical instruments, plus much delightful spontaneous singing of rhymes and songs, give children good musical experiences. Children sing enthusiastically and take a full part in class and school assemblies. Their learning progresses very well. In a lesson on discriminating between sounds, reception children listened carefully and showed good skills in correctly identifying sounds they hear around them.

ENGLISH

80. Although standards are still below average in all elements of English at ages seven and 11, they have shown good improvement since the last inspection. All pupils achieve well in relation to their prior attainment. Pupils with special educational needs make good progress as a result of well-focused teaching. Needs are clearly defined in detailed IEP's and good help from support staff makes a significant contribution to

their progress. Pupils with English as an additional language benefit greatly from the expertise of teachers and support assistants who constantly reinforce English language skills, for example, by giving clear explanations of the meaning of new vocabulary. Similarly, pupils are surrounded by print, the meaning often being made clear by its proximity to an object or illustration.

81. By age seven, higher attainers speak with developing confidence. For example, when discussing two different books, these pupils express themselves clearly and quite concisely when contributing a range of their own ideas to the discussion. Although average attainers' grasp of Standard English remains quite weak, with appropriate prompting they too make an effective contribution. Lower attainers receive considerable support and encouragement from teachers and other staff. This promotes their understanding and use of language very well and enables them to take part, orally, in lessons. Throughout the school, pupils listen well and with interest. By age 11, higher and average attainers converse at length engaging the interest of the listener. When discussing the book *Watership Down* they speak spontaneously and confidently using a wide range of vocabulary and communicating and developing their ideas easily. Provision in this aspect has improved since the last inspection. Teachers now create frequent opportunities for pupils to talk formally and make oral presentations, including debating issues, speaking in assemblies, and regularly making presentations in lessons, all of which is supporting good progress.
82. Pupils make good progress in developing reading skills. Many start school with little or no experience of books or knowledge of print. However, there is a good focus on reading and talking about children's literature, which, together with good teaching, both in the daily literacy lesson and within other subjects, develops pupils' confidence, fluency, expression and enjoyment of books. By age seven, higher attainers read simple texts accurately and with understanding. They have a secure grasp of letter sounds and of how these can be blended to help read unfamiliar words. They make effective use of punctuation to aid expression when reading aloud. Average attainers read accurately; although expression is limited, pupils try very hard with this. Nevertheless, their understanding of what they read is sound and they answer simple questions about the story and characters. Good support for lower attainers, and those with special educational needs, ensures that they too make good progress. Whilst their reading is often hesitant, they enjoy books and have good knowledge of letter sounds.
83. By age 11, average attainers read accurately and higher attainers read fluently and with very good expression. They discuss favourite authors and books giving reasons for their preferences. Lower attainers read simple texts accurately. Most pupils have a good understanding of how information books are organised and have acquired a satisfactory range of library skills. Pupils have positive attitudes to reading. The school works hard at encouraging pupils to take books home regularly and to read with an adult. The success of this scheme is making a good contribution to pupils' achievement.
84. During Years 1 and 2 pupils' writing skills show good development. Throughout the school, teachers ensure that pupils write for a wide range of purposes and encourage the use of descriptive vocabulary. For example, following a visit to Dudley Castle, Year 2 pupils write interesting reports in which they try hard to describe the detail of

the castle and their day there. By the end of Year 2, pupils have a sound knowledge of how to structure a story and make appropriate use of grammar and punctuation to form increasingly complex sentences. There is a clear difference between higher and average attainers in the use of imaginative language, showing that higher attaining pupils are being well challenged. Higher and average attainers spell many simple and common words correctly, showing application of their understanding of letter sounds. Lower attaining pupils are beginning to write in identifiable sentences and to communicate successfully by writing. The overall standard of handwriting by age seven is satisfactory with most pupils forming letters correctly and legibly.

85. By Year 6, pupils have had good experiences in writing persuasively, descriptively and in narrative form. Written work includes, stories, book reviews, instructions, letters, poems and novels. Teachers take care over planning work that meets the needs of pupils. Consequently, all, including higher attainers, are well challenged. Between Years 3 and 6 spelling improves as a result of regular teaching in this area. All pupils maintain a personal logbook of words and are encouraged to use dictionaries and thesauruses frequently. This supports their understanding and use of vocabulary. The pace of teaching and learning is good. Higher attaining Year 6 pupils make effective use of metaphors and similes to make their writing more interesting. They write imaginatively with a good range of vocabulary and obvious development of their own personal style. Work is grammatically correct and well punctuated. Average attainers in Years 5 and 6 produce imaginative writing from the perspective of a spider, using a range of interesting adverbs and adjectives to compose their own distinctive similes. Presentation of work is good, largely because pupils understand and respond positively to the teachers' high expectations. Handwriting has improved since the last inspection and is now of a good standard, with pupils using a clear cursive script by age 11.
86. The overall quality of teaching is good and is of a particularly high standard in the juniors. During the inspection teaching was never less than good and much was very good or excellent. Teachers' subject knowledge is very secure and they implement the daily literacy lesson well. In the best lessons, a lively pace is set which often excites pupils and elicits very good behaviour and application to work. A feature of all teaching is effective questioning, which deepens and extends pupils' knowledge and understanding. Work is matched well to pupils' different needs so all are challenged and enabled to make progress. Marking of work is good throughout the school and exemplary in Years 5 and 6. In the best marking teachers make encouraging and helpful comments that inspire and enable pupils to improve. The setting of individual targets also informs pupils of their strengths and gives them clear direction about how to improve. Homework is set systematically, particularly in spelling, and is contributing to good learning.
87. Leadership is very good. The co-ordinator is very knowledgeable and enthusiastic and has made a considerable contribution to the good improvement since the last inspection. All the concerns expressed in the last report have been effectively addressed. The co-ordinator supports colleagues well. Teaching and learning are systematically monitored, with reports on the quality and effectiveness of these being shared with staff. Very good assessment strategies are used and analysis of assessment information results in good action being taken to raise standards. For example, to target additional support to infant pupils who are not achieving as well as they should.

MATHEMATICS

88. Standards are below average at age seven and well below at age 11. Seven-year-olds' standards still reflect the impact of low standards on entry, rather than any weaknesses in the school's provision. The standards of pupils in most junior year groups are much more favourable than in Year 6. In Years 4 and 5 in particular, they are close to those expected for pupils' ages showing the progress pupils make as they get older. Standards have risen dramatically since the last inspection and all pupils are achieving well in relation to their prior attainment. The subject has recently been given a particularly high priority for development, with a range of well-thought-through measures being taken to raise standards. In particular, the quality of teaching is a strength that is promoting effective learning for all pupils.
89. By age seven, pupils add and subtract numbers to 100 although some confuse the processes. They group numbers in twos, fives and tens and divide into halves. A significant proportion still struggle to add and subtract pairs of numbers up to 50 without support. A small number of higher attaining pupils successfully apply their grasp of number to problems involving measurement of length, deciding whether they need to add or subtract and then calculating correctly. They also write down explanations of the strategies they use. There is a wide variation in pupils' understanding of money, with some being confused when faced with money problems involving totals and change. For instance, whilst one pupil quickly works out mentally the three coins needed to make 35 pence, others in the same group think that there will not be any change from a pound after spending 50 pence. Pupils' knowledge of shape and weight is much more secure. They correctly name common shapes and describe their properties, and they predict and record weights in kilograms. Pupils collect data and record it both graphically and in diagrams.
90. In the current Year 6 group there is a very wide spread of attainment so that, for example, one pupil cannot yet state what is half of 100, whilst other, higher attainers, quickly work out, mentally, the answer to 390×60 . Higher, and some average, attainers understand and use simple formulae to work out areas of complex shapes and to find volume. They measure and draw angles, and some use co-ordinates in four quadrants. However, a large proportion is still working below the expected level.
91. The overall quality of teaching and learning are very good and are consistently so in the juniors. The setting arrangement is working effectively and enables teachers to plan and match work closely to pupils' different needs, even though there is still a fairly wide range of attainment in some of these groups. Teachers are successful in adapting their questions so that all pupils are challenged, but achieve success. For example, in a Year 4 lesson, some pupils were challenged to mentally calculate 15×10 , whilst others had to work out 1350×10 .
92. Teachers share the objectives of the lesson with pupils and, in the best lessons, review, with them, their progress toward these. Lively and stimulating mental activities motivate pupils and sharpen their skills. For instance, in an outstanding Year 3 lesson, as the teacher pointed to a particular position on a counting stick, hands shot up like bolts of lightning. When pupils gave answers about multiples the teacher asked, "How

do you know?", prompting them to explain their strategies. In this lesson, a support teacher worked in harmony with the class teacher so that all pupils were fully included. Almost all lessons are high in expectation; brisk in pace, particularly during oral activities; and well managed. Consequently pupils want to learn, behave very well and apply themselves enthusiastically to tasks. Teachers work hard at making work relevant to pupils. A good example was seen in Year 6 where, whilst learning about averages, a reference to cricket supported many pupils' understanding.

93. Teachers have a clear grasp of the National Numeracy Strategy and have implemented it well. Moreover, in a range of subjects they exploit opportunities to promote numeracy skills and this is done well. In science, for example, pupils take measurements, make calculations and represent their results in graphic form, such as when a lower attaining Year 6 group recorded their pulse and breathing rates on a bar graph. Teachers make effective use of resources. For example, in a lesson on shape, Year 4 pupils had three-dimensional shapes on their tables, which were referred to throughout the lesson to support their understanding. Teachers promote mathematical vocabulary well, verbally, during lessons, but there are few reminders of mathematical vocabulary through displays to reinforce understanding. Pupils are often asked to explain their strategies and this does much to promote spoken language development. However, whilst pupils do write down explanations, this element to help them extract and exemplify rules is underdeveloped. The quality of teachers' marking is mostly good and gives a useful insight into pupils' learning. For example, a Year 3 teacher encourages pupils to check their answers by using another method. Effective use is made of ICT to support pupils' learning of data handling and shape and space.
94. The subject is managed well, with senior staff also providing good support for the co-ordinator in monitoring the quality of teaching and tracking pupils' progress. There is great commitment to raising standards and ambitious, but attainable, targets have been set.

SCIENCE

95. The majority of pupils in Years 2 and 6 achieve the expected levels, but few achieve the higher levels. Although these overall judgements on standards reflect a similar picture to those of the last inspection, test results since that time have risen significantly, both for infants and juniors and show good improvement. The school has good evidence to show that, despite last year's test results for 11-year-olds being well below the national average, most pupils made good progress during their four years in the juniors. The good quality of teaching and learning seen in the juniors supports this finding.
96. Most pupils in Years 1 and 2 achieve at least satisfactorily in response to, overall, satisfactory teaching. Consequently, by the end of Year 2 the majority reach the levels expected for their age. However few pupils achieve the higher level despite having the ability to do so. In general, this is because the work they are given is not always challenging enough. The school has already identified the need to provide a greater focus on investigative work and to develop pupils' understanding and use of scientific vocabulary. This is beginning to have a positive impact on standards, particularly in the

juniors, where most pupils are achieving standards that are similar to those expected for their ages.

97. By the end of Year 2, most pupils know the basic conditions that animals and plants need to survive. They know the food that makes a healthy diet and can plan a healthy meal. They know that living things, found in the locality, can be grouped according to their similarities and differences. Pupils identify a range of common materials and know about some of their properties. For example higher and average attainers sort materials into groups that can be stretched, bent, twisted and squashed; they describe ways in which some materials are changed by heating and cooling. Lower attainers are beginning to sort materials according to their properties.
98. By the end of Year 6, higher and average attainers name the parts of a plant and their functions. They know the importance of the skeleton and are beginning to understand the functions of muscles and major organs in the human body. Pupils measure their pulse and breathing rates and are beginning to know how exercise affects these. Lower attaining pupils are beginning to recognise that different foods have different nutritional benefits. They use the information on food packets to decide which are the most nutritious. One pupil was surprised to learn that chocolate biscuits provide more energy than potatoes. Pupils identify ways in which an animal is suited to its environment. In studying materials and their properties, almost all pupils understand about solutions and the dissolving of solids; they classify substances into solids, liquids and gasses. Higher attainers explain how materials can be separated by using sieves and filtration. In their work on physical processes, pupils in Year 5 investigate the theory that vibrations cause sound and the properties that cause pitch to vary. They know that different materials reduce sound. They describe and explain how the apparent position of the sun changes over the course of a day.
99. Teaching is good overall. Good teaching is more consistent in the juniors, but there is also some good teaching in the infants, where the needs of all pupils are catered for. Most teachers plan lessons well. They have good subject knowledge and question well to assess pupils' understanding and to promote discussion. For example, in one lesson the teacher questioned skilfully and patiently to help pupils draw conclusions from the data they had collected. Teachers are conscious of the importance of supporting literacy through science and introduce correct scientific vocabulary wherever possible. However there is little evidence of this vocabulary displayed in classrooms. Teachers are good at encouraging pupils to think for themselves, particularly in investigative work. In Years 3, 4, and 5 this strategy is beginning to have a positive impact on learning. Classroom management is generally good, resulting in orderly classes where pupils are interested in their activities and work hard. Resources are used well to support learning. The system of setting in Years 5 and 6 is having a positive impact on learning, especially for Year 5 pupils where there are very high expectations of their achievement. Information and communication technology is used satisfactorily to support science work.
100. Assessment procedures are good and are used effectively to support planning and set targets to raise standards. Indeed, the two co-ordinators, one of whom has only very recently been appointed, are working hard to this end. Resources are very good and are used very well to support learning. Good links with the local secondary school enable

pupils to receive some specialist teaching, in both their own school and in the science laboratories of the secondary school. Overall this has a positive impact on their learning and prepares them well for their next stage of education.

ART AND DESIGN

101. Pupils achieve very well and by ages seven and 11, standards are above average. These good standards have been maintained since the last inspection and some aspects have improved, for example, the use of sketchbooks; the incorporation of ICT; and pupils' own evaluations of their work.
102. All pupils make good progress. In Years 1 and 2, pupils communicate their ideas using a wide range of media and techniques. For example, Year 1 pupils, having studied and discussed Alexander Calder's work, produce exciting sculptures using a good range of materials. These pupils worked very well in pairs and groups and helped each other to improve their sculptures. Sketchbooks are used consistently and show good progression in observational drawing and design techniques. For example, when exploring a building theme, Year 2 pupils prepare designs for motifs and shapes very effectively. Art and design is well integrated with other subjects, for instance, in an effective Viking display or in graph work showing favourite pastimes.
103. Year 3 pupils explore ways of making and creating patterns based on the work of Gio Ponti. Here, the teacher's very good subject knowledge and provision of activities ensured that pupils used observational skills discerningly when studying the various patterns demonstrated. Pupils noticed the limited use of colour and produced preliminary designs in their sketchbooks. Effective teaching ensured that pupils fully understood the technique required to create their own repeating patterns in the style of Ponti, incorporating new learning about the rotation and reflection of shapes. Teachers promote language skills well, with some pupils using words and phrases such as *reflection*, *symmetrical*, *'repeating patterns'*, and *'complementary colour'* confidently and in the right context.
104. Teachers consistently reinforce the correct terminology. Pupils study the work of known artists such as Kadinsky and Van Gogh and produce their own work in the style of these artists. For example, pupils, using chalk on a black background, emulate the skills of Van Gogh in creating movement. They have many opportunities to mix different types of media in producing their own works. For example, using their own facial photographs, pupils create the remainder of the figures in collage or paint, culminating in an imaginative display depicting how each child would like to look and be dressed.
105. Teaching is good throughout the school. Teachers set clear objectives for lessons and plan challenging work. Their subject knowledge is very secure and they ensure that all pupils are included in the exciting learning experiences they provide. Pupils enjoy lessons and take pride in their work. For example, in a very good Year 6 lesson, the teacher's high quality demonstration resulted in pupils producing very interesting backgrounds using smudge techniques. Lessons are taught at a brisk pace with plenty of opportunities for discussion and evaluation. Teachers praise pupils' efforts and value their work.

106. The co-ordinator is very knowledgeable and keen and has ensured that the planning takes good account of national guidance. Assessment is thorough and ongoing so that pupils build on what they already know. The co-ordinator monitors teachers' planning, advises and supports staff and has monitored some teaching, all of which helps to maintain the high standards achieved. Good use is made of professional artists who visit the school regularly. The subject has a high profile in the school, with a new artist, craftsperson or designer being chosen as a focus each month. An 'arts week' gives pupils opportunities to work with older students from the secondary school. Pupils are taken to art galleries and museums to enhance their understanding and appreciation; their work is entered in art competitions, which helps to raise their self-esteem. Staff work closely to ensure that the quality of displays of pupils' work shows how much their efforts are valued. Displays provide a stimulating and colourful environment, often using textiles to soften corners of the building or to enhance corridors. Art and design contributes very well to pupils' spiritual and cultural development.

DESIGN AND TECHNOLOGY (DT)

107. All pupils make good progress and by seven and 11, standards are broadly average. This reflects a similar picture to that found by the last inspection.
108. By the end of Year 2 most pupils confidently generate ideas and plan what to do next, based on their experiences of working with materials and components. They select appropriate tools and techniques and evaluate their work. Pupils understand how axles work and fit wheels and axles together using two different methods. They draw a plan of their wheels and axle, and make a list of the materials they want to use. Most are confident to evaluate the finished product and make simple suggestions of how it could be improved. For example one pupil felt he needed to use a more effective method of securing the wheels to the axle to prevent them from falling off. In Year 1, pupils tried two different ways to make hinges and decided which one they thought was the best. They created a fruit salad and made simple evaluations, such as *'It tasted fantastic'*.
109. By the end of Year 6 pupils work with a variety of materials and components with some accuracy, paying appropriate attention to the quality of finish and the function of the model. Pupils in Year 3 satisfactorily evaluated a range of shop-bought sandwiches and designed their own healthy sandwich based on their knowledge of the pre-packed ones. They used their previous knowledge of three mechanisms (a slide, a pivot and a pop-up) to design a book for young children. Year 4 pupils designed a money container. They decided on the various materials to be used and, using their previous knowledge of fastenings, the most suitable fastening for the bag. Older pupils investigated musical instruments and designed and made their own. They evaluated slippers for their appearance, function, cost and safety. Pupils have also compared different recipes for making biscuits. One group made biscuits, following a traditional recipe, while others followed a set of instructions for making biscuits using pre-boxed ingredients. They successfully evaluated and compared both methods and end products for appearance, taste and smell.

110. The quality of teaching and learning are good. Lessons are well planned, with teachers making effective use of national guidance materials to support them in this. Teachers are enthusiastic and have good subject knowledge, which has a positive impact on pupils' learning. They are interested, eager to learn and behave well. Teachers use praise effectively to raise pupils' self-esteem and there is a good balance between whole class, small group and individual teaching. For example in one lesson the teacher worked with the whole class to 'brainstorm' ideas for suitable materials and designs for a money container. Then both the teacher and a language support teacher worked effectively with groups and individuals to support the development of their ideas. This successfully ensured that all pupils were fully included in the activity. Teaching overall has improved since the last inspection because of teachers' increased confidence.
111. Assessment procedures are developing satisfactorily. Samples of pupils' work are being kept by the co-ordinator to indicate expectations of standards. Management is good and the co-ordinator provides effective support for colleagues. He has monitored colleagues' planning and samples of pupils' work to ensure appropriate development of skills and techniques and to make sure that all aspects of the subject are being addressed. Resources are good and used well to support pupils' learning.

GEOGRAPHY

112. By ages seven and 11, standards are broadly average. This is similar to the findings of the last inspection. All pupils achieve well.
113. Pupils in Year 2 locate England and St Lucia on a world map. They draw different types of transport found in the Caribbean and compare school life there with their own. Pupils' knowledge of their immediate environment increases as they look at photographs of the locality, such as the sweet shop, and learn about the school's address. They carry out a survey of vehicles parked in the street, recording what they have found out in a diagram that uses pictures, then interpreting this to better understand what they have seen.
114. Junior pupils look at specific elements of their environment. Year 3 pupils collect evidence of litter around the school, plot it on a sketch-map and identify the worst areas. They write letters to the headteacher asking how this problem could be improved. Using their holiday experiences as a starting point, Year 4 pupils compare the weather in different parts of the world. They research information, sometimes using ICT, to compile 'fact-files' about Iceland or Pakistan. Pupils in Years 5 and 6 continue to investigate themes such as mountain ranges. They work in groups collecting information from books and from the Internet and collating it to make a presentation to the class. Local studies include a comparison of Kinver and Dudley, which involves map work and observations, both from photographs and a field trip.
115. Teaching and learning are good. The methods used reflect teachers' good subject knowledge and thorough planning. Pupils acquire and reinforce map and other skills through meaningful topics. They enjoy tasks such as researching and making presentations. Indeed, Year 5 and 6 pupils collaborated very well when studying photographs of Dudley and Kinver. Their excellent relationship with the teacher means

that they are very willing to listen carefully and work hard, which promotes their good progress. Some very skilful questioning from teachers enables pupils to show good knowledge of what they learned during their field trip. Those selected as spokespersons for their groups speak clearly and thoughtfully. Pupils' attitudes and behaviour are exceptional.

116. Year 2 teachers have made good use of the current building work at the school as a relevant focus for learning. The site manager has talked to pupils and they have compared 'before' and 'after' photographs. They plan what they would like in the new classrooms and in so doing learn the difference between 'luxuries' and 'essentials'. This is very relevant teaching, with good incorporation of practical tasks, so that pupils enjoy their learning. Work is presented neatly and marked satisfactorily.
117. Overall, the subject is led and managed well. Assessment occurs at the end of topics and is mostly informal, but satisfactory. Some good displays are seen that support learning, such as in Year 2 with the use of aerial photographs and Year 4 pupils' work on settlements.

HISTORY

118. By ages seven and 11, standards are broadly average. This reflects a similar picture to that found by the last inspection. All pupils make good progress.
119. By the end of Year 2 most pupils recognise that their own lives are different from the lives of people in the past. They show knowledge and understanding of aspects of the past beyond their living memory and are satisfactorily developing a sense of chronology. In a practical session, pupils in Year 1 learned how people in the past fastened their clothes. They make comparisons between old and new houses, describing some of the rooms in very old houses. They know where people in Victorian times used to do their shopping. Pupils in Year 2 sequence events related to the life of Florence Nightingale and know some of the reasons why she is remembered today.
120. By the end of Year 6, pupils show a sound understanding of the various sources available for them to use for historical enquiry and use these effectively to find out about the past. They show factual knowledge and understanding about aspects of history in Britain and the wider world. Year 5 and 6 pupils describe events and personalities connected to their topic 'Britain since 1948' and a group discussed some of the differences and similarities in fashion during this period. Others investigate famous sportspeople of the period. Year 4 pupils demonstrate an understanding of life in Ancient Egypt and in Year 3, pupils have secure knowledge and understanding of life in Tudor times. Good opportunities are provided for historical studies of the local area, particularly through visits to Dudley Castle for younger pupils and a local history study for pupils in Years 5 and 6. Pupils make sound use of local census material and can compare life in Dudley in the past with life in the town today.
121. The quality of teaching and learning is satisfactory overall. Lessons are appropriately planned and learning objectives are clear. These objectives are usually shared with pupils at the start of the lesson, which has a positive impact on their learning. Teachers

are using national guidance materials effectively to support them in their planning. Resources are used well to support learning. For example, in one lesson pupils were each given a tunic, a rectangle piece of material and a long tie to discover how people used to fasten their clothes before the invention of zips, buttons and other modern forms of fastenings. Much discussion took place among pupils and many worked effectively in pairs to support each other's learning. As a result, pupils offered some good ideas before a demonstration by teachers of how togas were worn by the Romans. Good teaching enabled pupils to achieve well in this lesson.

122. Links with ICT are satisfactory. Older pupils use the Internet and other sources well for research and younger pupils used word processing programs to record their work about Florence Nightingale.
123. The co-ordinator is enthusiastic and committed to raising standards. She monitors planning and samples of pupils' work. Next year, when the subject is identified as a high priority for improvement, with opportunities to monitor teaching. The co-ordinator has worked very hard to reorganise the resources, which are very good and are easily accessible to support teaching and learning. The pupils make visits to places such as Dudley Museum and the Black Country Museum and take part in special events such as role-play on a Victorian Day, all of which provide effective support for learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

124. Standards by age seven are broadly average and by 11 they are above. This reflects a similar picture to that found by the last inspection. Throughout the school all pupils make good progress. Pupils support each other very well and show much enthusiasm in lessons.
125. By using a wide range of programs, infant pupils gain good knowledge and skills in using the keyboard and mouse. For example, Year 1 pupils use art software to produce drawings on screen, making use of the tool bar to select colours, brushes and a range of facilities such as 'flooding'. They build an awareness of the power of ICT in the world when they learn how everyday things such as the television and radio enable people to receive information. In Year 2, skills and understanding are extended, with pupils using computers to produce and edit text. For instance, linked to their history work about Florence Nightingale, they use word processing skills and find out how easy it is to correct mistakes and present their work neatly. In an activity linked to art, pupils confidently use the *copy* and *paste* facilities of the program to produce patterns on the screen.
126. In learning about the power of the Internet, Year 3 pupils compose and send electronic mail to pupils in another school and eagerly open the messages they receive back. In science, Year 4 pupils collect data and use ICT to generate graphs that help them interpret what they have found out. For instance, the line graphs produced to show temperature loss when water cools under different conditions. In Years 5 and 6, pupils make good use of well-developed word processing skills to produce exciting and interesting multi-media presentations that incorporate pictures, sound and text.

127. Good achievement is mainly the result of effective teaching, including that undertaken by support assistants who are also confident in the subject and have good subject knowledge. In a highly effective lesson, the clear instructions, explanations and demonstrations from the teacher and support staff helped Year 3 pupils to develop a good understanding of the power and capabilities of electronic communication and the procedures for sending and accessing email. Similarly, in Year 6, pupils are given tasks and support that challenge them and allow them to successfully build on programming skills taught previously. For instance, they learn to give a series of instructions, through the computer, to a control box, that results in a pre-determined sequence of light changes in a bank of bulbs. They are taught how to make skilled use of different programs to draw patterns, retrieve information and make visual presentations.
128. Pupils are provided with a good range of opportunities to learn and use ICT skills in a range of subjects. This supports their good progress and helps to raise their confidence. Examples include the word processed poems composed by Year 4 pupils in literacy lessons and their recording of geography work on land settlements. Linked to mathematics and science work, pupils generate graphs from data and, in Years 5 and 6, are challenged to use ICT to design plans of kitchens linked to their work in design and technology.
129. Management is good. The co-ordinator is knowledgeable and enthusiastic and gives good support to colleagues, for example, in organising intensive training that has improved staff subject knowledge. New guidance gives good coherence and direction to the curriculum and ensures that teachers plan lessons to meet pupils' developing needs. There is a good action plan to show how the subject will be developed and this has already resulted in significantly improved resources. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. For example, as pupils learn to communicate with the wider world using electronic mail and by searching Internet. In this last respect, the school has taken appropriate steps to ensure adequate child protection facilities are installed. These developments show good improvement since the last inspection.

MUSIC

130. By ages seven and 11, standards are above average. This shows good improvement since the last inspection. The recently adopted planning, based on national guidance, together with good planning and support from the two co-ordinators, has helped non-specialists to be more confident in teaching music. Consequently, standards are rising and pupils are achieving very well.
131. Pupils in Years 1 and 2 work with enjoyment. Year 1 pupils reproduce rhythm and pitch exercises well, showing their good grasp of these musical ideas. When creating a class composition, they handle percussion instruments with respect and use them successfully to create particular atmospheric effects; for example, a ghostly atmosphere. With support, pupils express their feelings about music, volunteering ideas about what it evokes, such as 'the flapping of wings' and 'ghostly laughing'. Year 2 pupils' work shows good progression. For example, they create a composition by following a series of pictures that depict specific sounds; they follow the conductor very attentively. Plenty of opportunities to play interesting pitch games, such as

'Splash Down' or 'Hump Bridge' reinforce pupils' understanding of how sound is organised and can be controlled. As one child explained, "*You don't need to get louder as you go higher.*" Pupils sing enthusiastically and, in the main, tunefully, showing a growing sense of rhythm and dynamics.

132. Junior pupils build on the previous good work. Their written work is marked regularly with constructive comments; for example, "*Good, you understand the difference between staff and graphic notation.*" Pupils listen to a wide range of music, ranging from Bach's Brandenburg concerto to songs from contemporary musicals, thus learning to appreciate different styles. Pupils experience the moods and feelings depicted in the music they listen to and most understand the terms *tempo*, *pulse*, *timbre* and *dynamics*, and use these quite knowledgeably when describing their own or other compositions. By Year 6, pupils have a very good sense of rhythm and can repeat complex variations, including syncopated ones. They have many opportunities to practice performance skills. For example, in one lesson, pupils worked in six groups to create a performance based on the song '*London's Burning*'. Four groups used instruments to provide various accompaniments for the other two groups who sang the round. Pupils evaluated their performances well and suggested improvements. Throughout, the emphasis was on producing a quality performance and pupils worked hard to achieve this. The finished work was recorded on audiotape, showing how the school values pupils' work. Pupils take great pride in their achievements.
133. Teaching, overall, is good and is particularly effective in Years 2 and 6. Occasionally, non-specialist musicians do not challenge pupils sufficiently; for example, in extending pupils' musical vocabulary. However, well-planned lessons are usually taught to a standard that is at least good, which has a positive impact on pupils' achievement. Extra curricular activities, such as the choir, steel band and the brass group, enable pupils to extend musical skills. They enjoy music making and have good opportunities to perform at school concerts, competitive festivals and for the community. Music, drama and movement are closely linked and there is an appropriate emphasis on the performing arts. Each year, infant and junior pupils perform a show, culminating in comprehensive entertainment by juniors at the end of the school year. Various workshops for pupils have been provided such as the one to give them experience of African music.
134. Leadership and management are good. The co-ordinators monitor colleagues' planning and evaluations of lessons and have provided demonstration lessons for them. Ongoing, effective assessment takes place at the end of units. Some ICT-based music programs, for example the composer program, are incorporated into teaching activities and make a good impact on learning in both subjects. Music contributes greatly to pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION (PE)

135. There was insufficient evidence to judge standards at age seven, but by age 11, standards are above average, including swimming. Pupils achieve very well and there has been good improvement since the last inspection. The school's ethos of aiming high together sets the tone for physical education. Pupils dress smartly, learn to play

fairly and share well, whilst acquiring a good range of skills. The subject makes a very strong contribution to pupils' personal and social development.

136. Good progress is made in games. Pupils in Year 1 show satisfactory skill with small balls, bouncing them to partners and following a winding course whilst bouncing and catching the ball. The cricket skills of pupils in Years 5 and 6 are above average, evident particularly in the number who used a correct bowling action with good control. By age 11, virtually all pupils achieve the expected standard and over half proceed to swim various distances beyond this. Gymnastics work in Years 3 and 4 is above average, with pupils showing quality in their movement. Their sequences start and end clearly. In between, pupils move at different speeds and levels and include good examples of balances. In the latter, they show good awareness of body shape and stillness. A small number of pupils in Year 4 perform at a very high level, executing splits and fully extended legs when balancing.
137. Teaching and learning are good. Teachers have secure subject knowledge and planning is of a good standard. Lessons include warm-up and cool-down routines; pupils are taught the purpose of these and involve themselves in them well. Games lessons include good progression of skills, with teachers pointing out how pupils can improve. For example, in teaching catching skills a Year 1 teacher reminded pupils to watch the ball as it moved, and demonstrated to pupils how to use their hands correctly, which led to improved performance. In most lessons, management of pupils is at least good. Consequently they remain engaged throughout and learning proceeds at a good pace. In the best lessons, pupils work very well together in pairs or groups, many of which are of mixed gender. In a cricket lesson Year 5 and 6 pupils paired up, girls with boys, without any demur, and worked hard. They responded exceptionally well to the high expectations and excellent subject knowledge of the teacher and made very good gains in learning. For instance, very good improvement was seen in forward, defensive, bowling and aspects of fielding. The teacher's enthusiastic and inclusive approach was reflected by all pupils and greatly enhanced their personal development and positive response.
138. The subject is led and managed well. The co-ordinator provides an excellent role model for teaching. The enthusiasm of pupils for sport is nurtured alongside the need for good attitudes of fair play and enjoyment for all. Additional opportunities are provided for pupils after school for various games and different types of dance. Teams participate with frequent success against other schools, notably in cricket. Resources are satisfactory except for gymnastics apparatus, which is in the process of being replaced.

RELIGIOUS EDUCATION (RE)

139. In relation to the expectations of the Locally Agreed Syllabus, standards at age seven are broadly average and by 11 they are above. This represents an improvement since the last inspection. All pupils make at least good progress; in the juniors, progress is very good. A significant strength is the openness and sharing of beliefs by members of the whole school community, particularly in the junior classes.

140. By the end of Year 2, most pupils retell simple religious stories. For example, Year 1 pupils draw pictures of David and Goliath and in Year 2 they retell the creation story from the Bible. Pupils identify some religious beliefs, teachings and practices associated with major world religions. For instance, pupils in Year 1 write about their own favourite celebration, such as Eid, Christmas and Diwali. They correctly sort artefacts associated with Christianity and Islam. In Year 2, pupils know that Christians worship in a church and Muslims in a mosque. They name important features of these buildings and explain how Hindus and Sikhs celebrate Diwali. Many are beginning to appreciate the wonders of nature and Year 2 pupils write a simple prayer to give thanks for the beautiful world around them.
141. By the end of Year 6, many pupils have a secure knowledge and understanding of several religions, particularly those practised by members of the school community. Year 3 pupils retell the story of Moses and create their own set of rules based on the Ten Commandments. They compare Christian and Hindu wedding ceremonies. In Year 4, pupils are gaining secure knowledge and understanding of the Jewish faith. They explain and describe, in detail, the significance of the Jewish festival of Succot and the main features of the Jewish Passover meal. Older pupils know about the Jewish ceremonies of Bar Mitzvah and Bat Mitzvah. They extend their knowledge and understanding of the Sikh religion well through studies of signs and symbols and the study of a detailed plan of a Gurdwara. Many know and understand the importance to Muslims of the Five Pillars of Islam. They are beginning to understand that many decisions they make are based on their beliefs. For example, they are aware of the guidance on behaviour given to Christians through the Ten Commandments and discuss similar rules set down within other religions.
142. The quality of teaching and learning are good and result in pupils achieving well. Teachers have good subject knowledge and are confident to share their knowledge and expertise with colleagues. Lessons are clearly planned and pupils are managed well. Consequently, pupils usually respond very well in lessons and are interested and enthusiastic. Where teachers use questioning effectively, this extends pupils' recall of information and adds to their knowledge and understanding.
143. Good quality resources are used well to support learning. For example, there is a good display of artefacts used for Jewish festivals and in one lesson, these were used very well as the teacher showed pupils the main ingredients of a Jewish Passover meal. Pupils and adults show an open respect for the opinions and beliefs of others and this has a positive impact on learning. Pupils' own experiences are incorporated extremely well into their learning. In one very good lesson, two teachers worked very effectively as a team sharing their different beliefs and feelings with the class. Very skilful questioning by both teachers gave pupils confidence to share their own thoughts and beliefs and, as a result, pupils achieved very well during the lesson.
144. Management is good. The co-ordinator has successfully led the improvement in standards, following the school's identification of RE as a priority for improvement last year. This enabled the co-ordinator to engage in some effective monitoring of teaching and learning by observing lessons and making checks on teachers' planning and pupils' work. Assessment is informal, but satisfactory. The range and quality of resources is very good and close links with members of all faiths provide specialist knowledge.