

INSPECTION REPORT

TIPTON GREEN JUNIOR SCHOOL

Tipton

LEA area: Sandwell

Unique reference number: 103928

Headteacher: Mr L Rouse

Reporting inspector: Barbara Crane
21227

Dates of inspection: 14th – 18th January 2002

Inspection number: 194461

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
School address:	Park Lane West Tipton Sandwell West Midlands
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Keith Aston
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21227	Barbara Crane	Registered inspector	English, information and communication technology, art, design and technology, physical education, special educational needs.	The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19430	Trevor Hall	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
11976	Heather Toynbee	Team inspector	Science, religious education.	How good are the curricular and other opportunities offered to pupils?
27541	John Collins	Team inspector	Mathematics, history, geography, music, English as an additional language.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is larger than most. There are 298 pupils on roll. Thirty per cent of the pupils have special educational needs, which is more than in most schools. Three pupils have a Statement of Special Educational Need. Seventeen per cent of the pupils are entitled to free school meals, which is broadly average, but the school serves an area in which there is considerable deprivation. There is a wide ethnic mix of pupils, with 23 per cent of pupils coming from ethnic backgrounds other than white. Eighteen per cent of the pupils have English as an additional language, with half of these pupils at an early stage of learning English. When the current Year 6 pupils entered the school, their attainment was well below average. This picture has improved over recent years and the attainment on entry of the current Year 3 was below average in reading and mathematics, but well below average in writing. The school gained the Investors In People award in 2001 and takes part in the Young Enterprise junior achievement programme.

HOW GOOD THE SCHOOL IS

This is a good school and the pupils achieve well to reach mainly average standards by the time they leave. The teaching is good and the school helps pupils to become very confident. There is a good climate for learning because relationships are good and the work is interesting. The leadership and management of the school are good and all of the staff are committed to improvement. The school provides good value for money.

What the school does well

- Pupils achieve well in most aspects of their work because of the good teaching. Standards in physical education are better than expected for the pupils' ages.
- The pupils behave very well because the school provides excellent guidance and the teachers have high expectations of behaviour.
- Pupils with special educational needs and those who are learning English make good progress because they are well supported.
- Pupils are keen to learn and pupils of all abilities and backgrounds get on well together.
- The school's provision for the pupils' personal development is very effective and there is a wide range of activities outside lessons.
- The leadership and management of the school are good; the senior management team looks closely at what needs to be done and works hard to raise standards.

What could be improved

- Standards in writing should be higher.
- The way in which pupils' progress is recorded is not always consistent or easily interpreted.
- Pupils have too few opportunities to try out their ideas in science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has worked hard to resolve the issues from the previous inspection through careful planning and diligent work. It has made good improvement since it was last inspected in 1997. Standards in English, mathematics and science have improved. The more able pupils are doing better than they were. Teaching has improved. The school's planning for improvement is more closely focused on raising standards and the roles of staff in managing improvement are better defined and more effective. The school is in a good position to bring about further improvements.

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	C
Mathematics	E	C	E	D
Science	E	C	D	C

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

This table shows that the pupils' performance in English and science was below the national average in 2001 and well below average in mathematics. The results in English and science were in line with those in similar schools but below in mathematics. The school's results have improved over the last five years at a faster rate than that seen nationally. In 2000, taking the performance in all core subjects together, the results were above those seen in similar schools. A greater proportion of pupils have reached the expected level for their age year on year, although the results in 2001 dipped because of the higher proportion of lower attaining pupils in that year group. The results in English and science were better than in mathematics, with more pupils attaining at the higher level in these subjects. The school has recognised that higher attainers in mathematics were not being suitably challenged and has successfully adapted the work to meet their needs. The school met the targets that it set for the pupils in 2001 and is on track to reach the suitably challenging targets that have been set for the oldest pupils this year. Boys do not do as well as girls over time, but the school monitors their progress carefully.

On the basis of the work seen now, all of the pupils are achieving well in most aspects of their work. Pupils with special educational needs and those who are learning English as an additional language make good progress. The standards reached by the oldest pupils are average in reading and mathematics. Pupils should be doing better in writing; they do not often use a rich vocabulary or complex sentences when they write. The more able pupils should be doing better in writing. The pupils' knowledge in science is at an average standard but their ability to investigate is weaker because they have too few opportunities to try out their ideas. Pupils achieve very well in physical education and standards are better than expected for their age. They are making good progress in information and communication technology (ICT) and standards are broadly as expected. Standards are also in line with those expected at the end of Year 6 in religious education and all other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen to improve and make the most of the opportunities offered by the school.
Behaviour, in and out of classrooms	Very good. Pupils are sensible and well behaved. They are polite and helpful, both to each other and to visitors.
Personal development and relationships	Very good. They willingly take on responsibility, and pupils from different backgrounds, ages and abilities get on very well together. The pupils grow in self-esteem and confidence.
Attendance	Well below average attendance but there is less unauthorised absence than nationally. The pupils are punctual.

The pupils enjoy school and are proud of their achievements. Attendance is not as good as it should be compared to the national picture and the school could do more to make it plain to parents that this is the case.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

The teaching is good. Teachers manage the pupils very well and plan interesting lessons and so there is a good climate for learning. Pupils with special educational needs, and those who are learning English, are well taught and supported. The classroom assistants know what to do and provide good support for the pupils' learning. Suitable work is planned to challenge the more able pupils in most aspects of their work. The teaching of basic skills in English and mathematics is good. The teaching of reading is very effective. Teachers have higher expectations, however, of what the pupils can achieve in reading and number than in writing. As a result, pupils' learning in writing is at a slower rate and teachers should expect more from the pupils. Teachers are good at raising pupils' self-esteem because they value what pupils have to say and so they develop confidence in expressing their ideas. Teachers plan too few opportunities for the pupils to use initiative in investigative work in science. There are a few occasions when teachers who are new to the class pitch work at the wrong level because they are not sure of what the pupils can already do or need to work on next.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a broad and balanced curriculum with a very good range of extra-curricular activities that supports the pupils' personal development.
Provision for pupils with special educational needs	Good. Pupils are well supported through the careful assessment of needs and good planning. As a result, they make good progress towards their targets.
Provision for pupils with English as an additional language	Good. These pupils make good progress because they are well supported and their needs are taken into account when they are taught both in small groups and with the class.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The pupils' personal development is assured through many opportunities to grow in confidence, self-esteem and awareness of the needs of others. They develop a strong sense of right and wrong and of self-discipline through the school's very effective guidance.
How well the school cares for its pupils	Good. The staff know pupils well as individuals and take good care of them. The pupils' well-being is given a high priority.

The school has worked hard to improve its systems for assessing pupils but the recording of attainment is not easily interpreted by teachers who are new to the school and this leads to some slower progress in the early days. The school's partnership with parents is satisfactory and they express confidence in the school's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a strong lead for the school and he is well supported by an able deputy head. The school's planning for improvement has a strong and effective focus on raising standards.
How well the governors fulfil their responsibilities	Governors provide good support for the school. They have a firm grasp of the school's work, what needs to be done to improve and how this will be achieved.
The school's evaluation of its performance	Good. The school looks closely at its performance and uses information to bring about improvements.
The strategic use of resources	Good. Resources, including specific grants, are well used to support the school's work. The best value for money is actively sought and the school measures the effectiveness of its spending by looking at improvements in standards.

The staffing is satisfactory and well used to support pupils' learning. Resources are satisfactory. The accommodation has weaknesses but plans are in hand for improvement to the facilities for the youngest pupils. The classrooms are small and space is further restricted because of the storage of resources. The school does not always make the best use of the additional areas outside classrooms to provide more working space for the pupils.

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 enjoy school and make good progress. • Children's behaviour is good and they are expected to work hard. • The teaching is good. • The school helps children to become more mature and responsible. • The staff are approachable. • The school is well led and managed. 	<ul style="list-style-type: none"> • The consistency with which homework is given. • Information about children's progress. • The range of activities outside lessons. • The accommodation for the youngest children.

The inspection findings support the parents' positive views but not all of their concerns. Homework is not provided consistently and the school is aware of this shortcoming. Plans are in hand to improve the accommodation for the youngest pupils. The range of activities outside lessons is very good and the information provided for parents about children's progress is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the pupils enter school, their attainment is below that expected for their age. This picture has improved over recent years, and the attainment on entry of the current Year 6 pupils was much lower than those currently in Year 3. The pupils' performance in English and science was below the national average in 2001 and well below average in mathematics. The results in English and science were in line with those in similar schools but below in mathematics. These results were lower than the previous year but the school expected this dip because of the proportion of pupils in that year group who had special educational needs. The school's results have improved over the last five years at a faster rate than that seen nationally. A greater proportion of pupils have reached the expected level for their age year on year, although the results in 2001 dipped. The results in 2001 in English and science were better than in mathematics, with more pupils attaining at the higher level in these subjects. Through its analysis of the results, the school recognised that higher attainers in mathematics were not being suitably challenged and adapted the work to better meet their needs. These pupils are now suitably challenged. The school met the targets that it set for the pupils in 2001 and is on track to reach the suitably challenging targets that have been set for the oldest pupils this year.
2. On the basis of the work seen now, all of the pupils are achieving well in most aspects of their work. Pupils with special educational needs and those who are learning English also make good progress. This is because their needs are carefully assessed and met through good planning.
3. The standards reached by the current Year 6 pupils are average in speaking and listening and reading. Pupils listen carefully to each other and the teachers. In the ICT suite, for example, Year 4 pupils listened to each other's ideas about constructing a questionnaire and amended the format after weighing up the options suggested. Year 6 pupils talk readily about what they value about school life and how it helps them become more confident and outgoing. By the time they leave the school, the pupils read widely for pleasure and gather information competently from books. They often read with good expression because of the good example set for them when teachers read aloud. The lower attaining pupils find it harder to infer from what they read than to sort through information. Average and higher attaining pupils explain why they prefer certain types of poems or stories and are good at skimming text to extract the information that they need.
4. Standards in writing are below average and the pupils should be doing better. More could be expected of them in terms of work rate and quality. Even the higher attainers do not often use a rich vocabulary or complex sentences when they write. Some older pupils do not use joined handwriting, although they have been taught to do so. Standards are average in Year 3 because the pupils had better skills when they started the school but the teachers also expect more from the pupils. Many of the older pupils suffer from gaps in their previous learning in spelling, and correct punctuation is not always used as a matter of habit. This is most marked in Year 6 as these pupils have not benefited as fully from the introduction of the National Strategy for Literacy.
5. Standards in mathematics are average and the pupils make good progress in numeracy in all years. Lower attaining pupils in Year 3, for example, respond quickly and accurately in answer to questions on addition and subtraction facts of numbers up to 20. The pupils in all years are competent at solving problems and explain different ways to work out the answers. By the time they leave the school, pupils work confidently with large numbers and use calculators to check the reasonableness of their answers. They have a firm grasp of the properties of shapes and can interpret data in graphs.

6. The pupils' knowledge in science is at an average standard. By the time they leave the school, they have a secure understanding of all of the aspects of scientific knowledge required for their age. Their ability to investigate is weaker because they have too few opportunities to try out their ideas. The experiments are usually directed by the teacher and so the pupils do not often think of different ways of testing or recording their findings by themselves.
7. Pupils achieve very well in physical education and standards are better than expected for their age. They develop a strong sense of fair play and good control over their bodies. The pupils are making rapid progress in ICT and standards are broadly average. The rate of progress in lessons in the ICT suite is often very good. At present, there are more limited opportunities for pupils to use computers in lessons, but there are good plans in hand to resolve this issue. Standards in religious education meet the expectations of the locally agreed syllabus and the pupils make satisfactory progress. The pupils' attainment in all other subjects is as expected for their age by the time they leave the school and they make at least satisfactory progress. A strength in music is that standards in singing are good.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to school are very good. The school is an orderly place where pupils are eager to learn. They are purposeful about their work and tackle their lessons with enthusiasm. Pupils show great interest in the wide range of activities the school provides. This is a direct result of good teaching and interesting lessons. Parents wholeheartedly agree with this. They feel that their children enjoy school and believe they make good progress. Pupils are willing to talk about what they are doing, correct mistakes cheerfully, and happily explain how they arrived at their answers. They work well in groups and readily help one another. Pupils maintain concentration very well to the end of the day. They settle down quickly after breaks, ready to start their next lesson. They are good listeners, allowing space for one another's comments. For example, in a literacy lesson, Year 3 pupils made imaginative suggestions of moody, colourful adjectives for a scary experience, to the obvious delight of the rest of the class.
9. The pupils' behaviour is very good. The school's high expectations have the strong support of parents. Pupils know very well what is expected of them and support the 'Code of Conduct'. They enjoy the systems of rewards and feel sanctions, on the few occasions they are required, are fair. Where there are rare instances of aggression, or tendency towards bullying, all pupils know how very seriously they are viewed. There have been two exclusions in the past year.
10. The pupils' personal development is very good. They all enjoy sharing in the daily routines such as preparing resources in classrooms or assemblies. They are tidy, respectful of property and know where things belong. Pupils are very orderly when moving around the school and are extremely courteous to adults and to one another. They cheerfully allow space for one another in the cramped classrooms. Their high standards of self-discipline are exhibited naturally; for example, after a meeting with an inspector, pupils tidied away the chairs as a matter of routine. They enjoy setting their own targets regularly and these include those for work and personal development. The school council discusses a wide range of issues raised by pupils, such as litter and resources for play. Pupils feel that their opinions are listened to and prompt action taken where appropriate. They enjoy celebrating one another's successes, such as for good work, endeavour and behaviour, exemplified at the end of lessons or at the assemblies. Older pupils enjoy helping younger ones in paired reading sessions. They engage in happy conversation over lunch. They readily co-operate with lunchtime supervisors who stimulate play with the younger pupils very well. Play is very good-natured with a broad mix of small and large groups absorbed in lively activities. The wide range of resources provided is well used.

11. Pupils of all backgrounds, abilities and ethnic groups get on very well together. Relationships are very good throughout the school. The pupils are full of life, smile readily and are eager to speak first on meeting. They confidently share their thoughts with staff. Consequently a warm rapport is evident between pupils and between pupils and adults in school.
12. Attendance is unsatisfactory, as it is well below average. The school attempts to promote regular attendance and punctuality as good habits to foster for the future by giving awards. However, some of the awards are too difficult to achieve, for example, for full attendance over a year, and so do not act as positively as they might if they were more attainable. There is respect for the needs of families returning to their country of origin for special reasons. However, days off and holidays during term time are still too common. The great majority of pupils are early. They are keen to enter school and begin lessons. Registration is prompt and effective. Punctuality has improved since the last inspection and lateness is minimal.

HOW WELL ARE PUPILS TAUGHT?

13. The teaching is good. Almost a third of the lessons seen were very good, just over a third were good and the remainder were satisfactory. The National Strategies for Literacy and Numeracy have been implemented effectively although the teachers are more confident in teaching reading and mathematics than writing. In general, teachers have a good knowledge of the subjects that they teach and use the schemes of work well to plan lessons that motivate pupils and build well on their previous learning. The pupils are clear about what will be learned in lessons and are keen to please the teachers.
14. The main strengths in teaching and learning are:
 - teachers manage the pupils very well and have high expectations of behaviour;
 - they plan interesting lessons, give clear explanations and ask good questions, so there is a good climate for learning;
 - pupils with special educational needs, and those who are learning English as an additional language, are well taught and supported so they make good progress;
 - the classroom assistants provide good support because teachers make sure they know what to do;
 - suitable work is planned to challenge the more able pupils and so they make good progress in most aspects of their work;
 - the teaching of basic skills in English and mathematics is good;
 - teachers value what pupils have to say and this raises the pupils' confidence and self-esteem.
15. These strong features were evident in most of the lessons seen. In a very good science lesson in Year 3, for example, the teacher made good use of the pupils' ideas to start a discussion about the solar system. The pupils were alert, interested and keen to learn more because of the teacher's imaginative use of resources and careful questions to probe their thinking and extend their answers.
16. Further examples of the good quality of teaching and learning were seen in the support provided by a classroom assistant for pupils who are learning English as an additional language in a Year 3 literacy session. This support enabled them to make good progress in extending their understanding of how to build words using the sounds of letters. In another well-planned lesson, Year 4 pupils visited a church to take part in a 'wedding ceremony' and learned that the Bible was written in Hebrew. They learned from a fellow pupil that the marriage ceremony from a different religion had similarities. In an excellent mathematics lesson in Year 5, pupils maintained concentration throughout because of the teacher's clear demonstration and explanation of division sums with remainders.
17. The pupils with special educational needs and those who are learning English as an additional language are well taught. Their needs are carefully assessed and met, both when

they are taught in small groups or in the classroom. Teachers and classroom assistants are careful to include these pupils in discussions and check their understanding through good questions. When these pupils are taught in small groups, very good use is made of ICT to support their learning. There is good, direct teaching of skills in ICT and some opportunities are planned to use ICT to support pupils' learning in lessons. At present, because of resourcing, this is not as widespread as it could be, but teachers are very aware of this and the situation is set to improve through the school's appropriate planning. Teachers have a very good level of expertise and confidence in teaching pupils to use computers.

18. The main weaknesses in teaching and learning are:
 - teachers' expectations of what pupils can achieve in writing are too low and their marking does not always help pupils to improve and so the pupils' progress is slower than it should be;
 - there are insufficient opportunities for the pupils to explore and try out their ideas in science and so pupils' progress in investigative work is not as good as other aspects of their work;
 - there are occasions when the work is pitched at the wrong level by teachers who are new to the class because they do not have the information they need to plan work at the right level for different groups.
 - homework is not given consistently.
19. The pupils' learning in writing is slower than in other aspects of their work in English because the teachers do not expect enough of them and the marking of writing does not always give good guidance on what needs to improve. Too often, pupils of different abilities are given the same task in writing. Lower attaining pupils are well supported by the teachers and classroom assistants and so usually complete the tasks, but the more able pupils often find the work too easy and work at a slow pace. In a Year 4 lesson, for example, all pupils were required to write lists of adjectives to include in a setting for a story. Although the more able pupils wrote a few phrases such as 'a cold, icy, frozen river' they generated few ideas in 20 minutes of independent work. There are some occasions when pupils spend too long mapping out their ideas, or drawing rather than writing down their ideas and working on them to improve the vocabulary and texture of language. In a few lessons that are entirely devoted to writing, teachers spend too long talking and so the time for pupils to write is restricted.
20. The teaching of scientific knowledge is good but teachers do not sufficiently develop pupils' investigative skills by encouraging them to try out their own ideas when they plan investigations. This is evident when looking at the pupils' past work. Too often, the work is planned and directed by the teacher and so the pupils' understanding of how to devise investigations and interpret their findings is not as good as it should be.
21. Teachers who are new to the school, or take over a new class, often have difficulty in pitching work at the correct level for different groups because the information passed from the previous teacher is incomplete or difficult to interpret. This leads to a slower rate of learning by the pupils, as the teacher takes time to assess where the pupils are and what they need to work on next.
22. Homework is not provided consistently. In some classes it is given regularly and supports the work that pupils do in lessons, but this is not always the case. The school has revised its policy on homework and is currently consulting parents about provision.

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

23. The school provides a lively, broad and balanced curriculum that stimulates pupils to learn. It successfully meets the interests, aptitudes and needs of all pupils, including those with special educational needs and those learning English as an additional language. A very good range of after-school and lunchtime clubs and activities considerably enhances the curriculum. These are very well supported by pupils and are often over-subscribed. In addition there are very strong links with the local community, visits are made by pupils to

places both in the locality and further afield and visitors are invited into the school. The inspection team agrees with the majority of parents that very good provision is made for extra-curricular activities. This provision makes a valuable contribution to the overall good learning that takes place in the school.

24. All subjects are taught in accordance with the requirements of the National Curriculum and the locally agreed syllabus for religious education. Planning has improved since the last inspection and senior managers and co-ordinators monitor its effectiveness on a regular basis. The school has satisfactorily implemented the National Strategy for Literacy and, over the past few years, this has had a positive effect upon raising standards. However, as in the last report, there is still a weakness in pupils' writing skills. The school has successfully implemented the National Strategy for Numeracy. Together with the introduction of a system whereby pupils are taught in groups of the same ability, this has been very effective in improving the effectiveness of teaching numeracy skills. As a result, the pupils' ability to use mathematics to investigate and to solve problems has improved since the last report. Their skills of investigation and experimentation in science are less well developed. Across the school, there is very good provision for pupils' personal, social and health education. The knowledgeable co-ordinator ensures that such issues have a high profile in the school curriculum. Sex and health education and the dangers of drug misuse are taught mainly within the science curriculum and the school makes good use of outside agencies, for example the school nurse and the Heart Start Project, to support its work. Class discussion sessions are used effectively to focus on personal and social issues such as friendship and self-worth.
25. Provision in the new computer suite has greatly enhanced the school's learning resources for ICT. It has greatly improved opportunities for pupils to learn and use their ICT skills. However, the use of computers to support teaching and learning in the classrooms is not as well developed as it might be. The school is aware of the need to develop this aspect of its work and has good plans for improvement. The pupils' literacy and numeracy skills are used effectively to support work in other subjects.
26. The school is very good at including all pupils and is firmly committed to ensuring all pupils have full and equal access to all aspects of school life. There is good provision for pupils with special educational needs and those with English as an additional language. These children make progress that is as good as that of their classmates. This is an improvement since the last inspection when their progress was reported as sound.
27. The local community makes a very effective contribution to pupils' learning. This includes strong links with the nearby church where, during the inspection week, all Year 4 pupils and staff attended a mock wedding ceremony and looked at different versions of the Bible. Other visits further afield include residential trips to Ingestre Hall Residential Arts Centre, where work based on the Harry Potter books was produced, and to a centre providing opportunities for adventurous outdoor activities. Local sports clubs provide good support for extra-curricular activities. Strong links have been made with local firms and these enrich the geography and history curriculum. The school has won several certificates in this connection, including a local authority award for 'successfully demonstrating a quality partnership between Education and Industry'. Members of the police force, fire brigade and local environmental services have all been involved in school initiatives.
28. The school has a very good relationship with its partner institutions. Students from local colleges are welcomed and the school has received a 'Partnership in Teaching Training' award from Newman College of Higher Education. During the inspection, the headteacher of one of the local secondary schools led an assembly, bringing with him a group of former Tipton Green pupils. These were able to talk reassuringly about the good points of transition and the opportunity this gave them to make new friends. Very good liaison of this nature, and visits in Year 6, help pupils to settle more easily when they move. The school is establishing

useful links both with the infant school on the same site and a local Catholic school and, through these, plans to share expertise and facilities that will benefit all three.

29. The previous report found that the provision for pupils' spiritual, moral, social and cultural development was a strength of the school. This still remains the case, with that for moral and social development being of a particularly high quality. The school has clear values expressed in its aims and these are built into all aspects of its work. The good spiritual development of pupils is carefully and sensitively nurtured not only through assemblies but also within other areas of the curriculum. For example, the singing by the school choir was most moving when they sang extracts from the Lion King. Some pupils have a real way with words and write pieces of work that shows a feeling well beyond the factual. For instance, this extract from work by a Year 6 girl – "They're all around you, clocks and watches. Haunting you. Telling you that you'll never see this day again" – has a mature, moving quality. In one English lesson, pupils were full of wonder that the smoke from the forest fires in Australia could be seen from space. There were gasps of amazement that, the day before this particular lesson, hailstones the size of golf balls had fallen in that country.
30. The provision for pupils' moral development is very good. As well as more general rules about how to behave around the school, a clear code of conduct is displayed prominently in all classrooms and teachers apply this consistently. These arrangements result in pupils exhibiting very good behaviour in all aspects of school life and lead to good learning taking place. For example, many pupils are given permission during breaks to use the computer suite without adult supervision and there is no indication that the conditions of this privilege are taken lightly and ignored. The school has a very good system of rewards that encourages pupils not only to work well but also behave and care for others.
31. The provision for pupils' social development is very good. Many opportunities are taken in assemblies, in class discussions and in religious education, to develop pupils' skills in this direction and this results in them having a kind and thoughtful approach to everything and everyone. For example, in one Year 4 session, pupils were asked to write good things about other members of the class and in this way raised the recipients' self-esteem. During the inspection week, the theme of 'friendship' ran through the different assemblies, with the story of the Good Samaritan being used to illustrate the point that pupils should be helping a wider circle than just their close friends. The school raises a good deal of money each year for different charities. Some of these are nominated by the school, such as Guide Dogs for the Blind and the RSPCA, but many other good causes are supported by initiatives organised by individuals or groups of pupils. In many subject lessons, the pupils collaborate well in mixed ability groups, and this supports those who have special educational needs or are finding English difficult. In Year 6, residential trips further develop the older pupils' social skills, particularly when staying at Ingestre Hall where they work alongside children from another school. After the last visit there, one tutor wrote of the pupils, "They worked very hard and as a great team. They were very supportive of each other". The school takes part in the Young Enterprise achievement programme and pupils gain a great deal from the decision making and co-operative working that this provides.
32. The provision for pupils' cultural development is good. The work of the school is considerably enriched by a curriculum that is used well to widen pupils' awareness of their own rich heritage and those of others. Through history and geography lessons, pupils learn about events, places and customs both in the present and the past, not only in Britain, but also in other cultures and in ancient civilisations such as that of the Egyptians. This work is enhanced by visits to places of interest, such as a museum in Birmingham, and by interesting visitors to the school. Pupils gain a wide knowledge and appreciation of the work of famous artists and learn about the music of different composers and musicians. About 80 pupils take part at the end of each year in a massed choir event staged in the Symphony Hall in Birmingham. This provides a wonderful opportunity for children to actively take part themselves in a high profile, cultural event. Different groups of pupils play and work very happily together side by side in the school and all are made to feel valued. In assemblies and

religious education pupils learn about the customs and beliefs of other faiths, such as Islam and Sikhism, as well as those of Christianity. However, although there are close links with a local Christian church, at the moment there are no such visits to other places of worship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. A good level of care is provided. The school has a friendly and purposeful atmosphere. The pupils' welfare is given high priority and they receive good guidance. Staff are aware of the strict criteria to be observed in child protection. The school has good access to educational, medical and social agencies when required. Pupils are welcomed into a very clean and warm environment. Governors, mindful of parents' views, are concerned to improve the accommodation for the Year 3 pupils and building work is in hand for the coming half term.
34. Procedures for monitoring and improving attendance are satisfactory. Monitoring is thorough. The need to reduce the high levels of authorised and unauthorised absence is acknowledged and discussed regularly by governors and staff. However, comments on the levels of absence in the school prospectus and the governors' annual report do give parents a clear picture of how the school's picture compares to that nationally. The education welfare officer works very hard with a significant number of families to improve attendance. Some of the rewards that the school offers for attendance are unrealistic and are being reviewed so that pupils will be more encouraged to strive for better attendance.
35. Procedures for monitoring and promoting self-discipline are excellent. There is a good behaviour policy which staff implement consistently and conscientiously in all classes. Procedures for eliminating oppressive behaviour are very good. Any inappropriate behaviour and occasional name-calling are dealt with swiftly and effectively. Rare instances of bullying are dealt with firmly and effectively, involving all concerned.
36. Procedures for monitoring and supporting pupils' personal development are very good. Staff know the pupils well. They have high expectations of the pupils and are very respectful of individual needs. Parents appreciate this and are confident that teachers expect their children to work hard and do their best. Parents are pleased the school helps their children to become more mature. The headteacher and teachers are readily available at the beginning and end of the day to discuss immediate problems or make appointments for more formal matters. Parents appreciate this and feel that they are listened to. Lunchtime supervisors encourage good play, particularly with the younger pupils. A wide range of daily opportunities is created for pupils to take initiative and responsibility. Good work and effort are fairly appraised at the end of lessons and in assemblies, especially when significant personal achievements in learning are made. Assemblies are very well used to promote responsible attitudes to work, behaviour, relationships and decision making.
37. Procedures for monitoring and supporting pupils' academic progress are satisfactory. Progress is tracked as pupils move through the school to check on how well they are getting on and to predict future results. Teachers are careful to refer to pupils' targets for improvement in lessons. However, while teachers are good at praising pupils for what they have done when they mark work, they are sometimes less successful in indicating what they must do next to improve. The school has worked hard at improving procedures for assessing pupils' attainment and these are now satisfactory. Procedures are more systematic and focused on what levels pupils have achieved rather than on simply recording the work that has been covered. Information from a range of tests is collected by the assessment co-ordinator and is analysed according to pupils' gender or ethnic groups. This is an improvement from the last inspection. The use made of assessment data is satisfactory at present and is used to help set targets for groups and individual pupils. These are shared with pupils and parents and help to involve parents in their pupils' education. However, much of the assessment information collected is not recorded in a form that is easily interpreted by teachers who are new to the school. This reduces the effectiveness with which new teachers can quickly plan work at an appropriate level for pupils. Pupils with special educational needs

and those for whom English is a not the first language are assessed carefully and at appropriate times as they progress through the school. This information is used well to plan targets for improvement in their individual education plans. This too is an improvement from the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The majority of parents view the school highly. They have confidence in the new headteacher and support the school's aims. Information on what the school provides is satisfactory. There are regular letters covering all the activities of the school year, supported by a lively monthly newsletter. There is a comprehensive school prospectus with a good statement of aims and values. The governors' annual report is comprehensive, detailed and informative and also covers the previous year's activities well.
39. A number of parents indicated that information about their children's progress was insufficient. Their concerns centred round consultation evenings in the recent past with too many different teachers each year. The inspection team found the quality of information available to parents about their children's progress is now satisfactory. The staff are readily available. Consultation evenings are well attended when parent, teacher and pupil come together, sharing progress and developments for the future. Written reports are individual to the pupils, detailed and have some evaluation. Target setting is shared with pupils and their parents.
40. The school is building constructive links with parents in order to strengthen their contribution to their children's learning. The home-school agreement has had a good response. A copy of the new behaviour policy has been sent to all parents. Many parents encourage and help their children at home. Parents willingly help with trips and events but few parents assist in classrooms during the school day. A small number of parents, however, feel that the school does not work closely enough with them. The inspection team found that in the past there has been a literacy seminar but little other opportunity for parents to gain knowledge of what goes on class, for example by open days. Occasions when parents may attend assemblies are limited due to the size of the hall. However, more opportunities could be made, for example when the school attended the local church for a mock wedding. A significant number of parents express concerns about the levels of homework. The inspectors agree that the provision for homework is not consistent throughout the school. The school acknowledges this and has circulated a new homework policy to parents and is working positively towards a more stable situation. The Parents' Association, recently re-established, is small and enthusiastic. All parents are automatically members. First events raised encouraging amounts of money to support additional resources in school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher, who has been in post for 18 months, provides a very clear direction for the school that is firmly based on raising standards and improving the quality of education for all pupils. He is readily available to staff, pupils and parents and they have a high level of confidence in him. The headteacher has a firm understanding of the school's strengths and weaknesses, gained through very effective monitoring of what happens in the school. The school's aims are closely reflected in its daily life and work and the school instils in pupils the belief that they can succeed. The deputy head provides good support and the head and deputy work very well as a team. The deputy has worked hard on improving the school's systems for assessing how well the pupils are doing and identifying areas where improvement is needed. An example is the identification of pupils who are underachieving in some aspects of their work. The planning to improve the performance of the higher attaining pupils in mathematics has been successful. He provides a very good example in his teaching and shares his expertise willingly and effectively.

42. The school runs smoothly and efficiently on a day-to-day basis and good use is made of ICT to support administrative tasks. Staff who are new to the school are well supported. The school takes students who are training to be teachers and provides good guidance for them so that they gain a great deal from their initial experiences of teaching.
43. The school looks closely and objectively at its performance and identifies the right areas for improvement. A climate of self-evaluation is firmly established and the staff work well together to achieve the school's targets. There is good strategic planning to address areas of priority and the school works diligently towards its targets. As a result, the standards are rising. Teaching and learning are improved through a planned programme of observations and the teachers receive valuable feedback on what needs to improve and what is working well. Targets for improvement have been set for all teachers. Professional development is well planned to support both individual teachers and the school's priorities. An example of the success of this programme of in-service training is the teachers' greatly improved confidence and expertise in teaching ICT skills.
44. The provision for pupils with special educational needs and those who are learning English as an additional language is well managed and this supports the pupils' good progress. The well-qualified teacher, who co-ordinates both of these areas of provision, monitors pupils' progress closely and ensures that teachers are aware of the pupils' needs.
45. The governors have a secure grasp of the school's strengths and weaknesses and give good support to the school's work. They check the school's progress effectively. All statutory responsibilities are met, but more could be done, through their publications, to impress on the parents the importance of good attendance and that the pupils' attendance rate is much lower than in most schools.
46. Financial planning is good and closely supports the priorities in the school's development planning. The governors are careful to seek the best value for money. The budget is monitored carefully and the school measures the effectiveness of its spending through analysing the pupils' results. For example, the school identified, through its good monitoring of pupils' progress, that the pupils learning English as an additional language were not achieving as well as they should and targeted extra resources and made adaptations to teaching that have led to measurable improvements. The school has had a fairly high under-spend in previous years but this is set to reduce to less than four per cent of the school's total income in the current year.
47. The level of staffing is satisfactory. There is a good spread of expertise and experience amongst the teachers and the support staff. Resources are adequate for all subjects of the curriculum. The accommodation for the youngest pupils remains a problem but there are plans in hand to improve the facilities in the near future. The ICT suite is a very good resource and is being well used to support improvements in standards. The small classrooms are cluttered by resources and this further restricts the space available to the pupils. Not enough use is made of additional spaces for the pupils to work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- **Improve standards in writing by:**
 - raising teachers' expectations of what the pupils can achieve;
 - ensuring that the more able pupils are suitably challenged by the work that is planned for them;
 - ensuring that teachers talk less and pupils write more;
 - ensuring that teachers' marking and other assessments provide better guidance to pupils on what they need to do to improve;(Paragraphs 4, 18, 19, 52, 53)
- **Improve the use of assessments to ensure that teachers plan work at an appropriate level by:**
 - ensuring that the assessments are recorded in a way that is easily interpreted by all the teachers;
 - ensuring that the systems for recording assessments are consistent throughout the school.(Paragraphs 18, 21, 37, 55)
- **Improve standards in investigative work in science by providing the pupils with more opportunities to devise their own experiments and try out their ideas.**
(Paragraphs 6, 18, 20, 24, 62, 65)

In addition to the issues above, the governing body should consider the following when drawing up its action plan:

- Review the effectiveness with which the school promotes good attendance.
(Paragraphs 12, 34, 45)
- Ensure that homework is provided more consistently.
(Paragraph 22)
- Make better use of the limited space in classrooms by reviewing the storage of resources and using additional spaces outside classrooms more effectively for pupils to work in.
(Paragraphs 47, 65)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	25	22	0	0	0
Percentage	2	25	39	34	0	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	298
Number of full-time pupils known to be eligible for free school meals	49
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	90
English as an additional language	No of pupils
Number of pupils with English as an additional language	55
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	33	27	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	27
	Girls	23	20	25
	Total	42	40	52
Percentage of pupils at NC level 4 or above	School	70 (75)	67 (72)	87 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	26
	Girls	23	21	24
	Total	43	43	50
Percentage of pupils at NC level 4 or above	School	72 (78)	72 (78)	83 (84)
	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	6
Black – African heritage	1
Black – other	0
Indian	17
Pakistani	31
Bangladeshi	13
Chinese	0
White	228
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	31.4:1
Average class size	29.8

Total number of education support staff	4.0
Total aggregate hours worked per week	72

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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	2	1
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	2000/2001
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	£
Total income	559862
Total expenditure	565527
Expenditure per pupil	1951
Balance brought forward from previous year	57317
Balance carried forward to next year	51652

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	298
Number of questionnaires returned	124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	2	0	0
My child is making good progress in school.	40	54	3	1	2
Behaviour in the school is good.	45	50	3	0	2
My child gets the right amount of work to do at home.	23	40	23	9	6
The teaching is good.	43	52	1	1	3
I am kept well informed about how my child is getting on.	31	54	13	2	1
I would feel comfortable about approaching the school with questions or a problem.	54	41	2	2	2
The school expects my child to work hard and achieve his or her best.	60	35	2	1	2
The school works closely with parents.	35	49	7	4	5
The school is well led and managed.	44	49	1	0	6
The school is helping my child become mature and responsible.	44	49	2	1	3
The school provides an interesting range of activities outside lessons.	44	39	8	2	7

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

ENGLISH

48. Standards have improved since the last time the school was inspected because of better teaching and more detailed analysis of what works well and what needs to improve. The improvement is most marked in reading. Although standards in writing are still below average, this represents considerable improvement from the previous standards. Raising standards in writing is the school's first priority.
49. Standards in reading are average, as are those in speaking and listening. The teaching in these areas is good. Pupils' achievement in these areas is good because of the teachers' good planning to meet the needs of different abilities. The teachers provide good opportunities for pupils to express their ideas and develop a wider vocabulary in speaking. Teachers check the understanding of pupils who are learning English as an additional language through well-directed questions. Pupils listen well to each other and to adults. Because they listen closely to instructions, for example in physical education lessons or working with computers, they understand what they have to do and so quickly begin activities.
50. The pupils read competently by the time they leave the school. They enjoy reading for pleasure and quickly gather information from books. Older pupils explain why they prefer a particular type of poetry or story. Many read with good expression because the teachers set a good example for them. However, most pupils are better at extracting information from texts than inferring from the information available. For example, in one lesson, Year 6 pupils were looking at an article about watching television, and although they quickly found the statements, a number found it hard to decide whether some statements were in support of watching television or not. Nevertheless, pupils read at a level that supports their work well in other subjects.
51. The teaching of reading is good because the teachers are clear about what the pupils can do and need to work on next. Teachers work effectively with groups of pupils when they read together in literacy lessons, as when a Year 5 teacher, working with a lower attaining group, encouraged pupils to suggest ways that a pupil could work out the meaning of unknown words, rather than just giving him the answer. In a good group session, the special needs co-ordinator planned work in reading at several levels to meet the needs of Year 4 pupils and very successfully extended their understanding of initial and final blends of sounds in words. In a very good lesson with Year 3 pupils, the teacher insisted that the pupils find evidence from the text to support their view that the grandmother in 'George's Marvellous Medicine' is an unpleasant character. Teachers' assessments of reading are good and the pupils' progress is carefully tracked.
52. Standards in writing should be higher and, while progress is generally satisfactory, pupils should be doing better. Part of the problem is that the oldest pupils have gaps in their earlier learning of basic skills such as spelling and punctuation. When they entered the school, the Year 6 pupils' skills in writing were poor, and while most have made at least reasonable progress, many do not habitually spell common words correctly, use correct punctuation as a matter of habit, or check their work through for silly mistakes. An additional factor in the lower standards in writing is that some teachers do not expect enough of the pupils. Where expectations are high, as in Year 3, the pupils' rate of learning is much better and standards are close to average. Younger pupils' standards in handwriting are also much better. Older pupils often do not write cursively, although they have been taught to do so. Most of the pupils in other year groups do not use a rich vocabulary when they write, or use complex sentences. The pupils' spoken language is better than what they write. While teachers plan

extra lessons that give pupils opportunities to write at length, the pupils sometimes write too little in these sessions because teachers talk for too long.

53. The teaching of writing is generally satisfactory, overall, and most pupils make reasonable progress. However, there are weaknesses in the teachers' planning to meet the needs of the more able pupils. Too often, these pupils are expected to do no more than the average pupils. They are sometimes slow to start writing and achieve too little in the time allowed. In the best teaching, clear time limits are set and the most able pupils are expected to complete more complex activities that use the skills that have been taught. In a very good lesson in Year 3, for example, the teacher expected a fast work rate and the pupils' writing was accurate, interesting and correctly punctuated. All completed the task. In weaker sessions, the teachers accept simple sentences and do not encourage pupils to look closely at how they can improve their writing.
54. Classroom assistants provide good support for the pupils' learning and are clear about what to do in lessons because they are well briefed by the teachers. There are some very good examples of how the marking of work is used to improve writing. A teacher in Year 3 commented, for example, that a pupil has not punctuated speech in story and in the next piece of work the pupil used the correct punctuation. This good level of guidance, however, is sometimes lacking in teachers' marking. Targets for writing are sometimes too general and not always based on the careful assessment of what pupils need to do to improve. Pupils have appropriate opportunities to use computers to present their writing and edit the text on screen, and they often achieve this faster than writing by hand. For example, a higher attaining Year 4 pupil quickly word-processed a paragraph that set the scene for a story and refined the adjectives so that the final sentences read, "As I scanned the horizon I saw men carrying guns, their free hands clasped around long poles. Deer hung limply from them."
55. The subject is well managed. The co-ordinator, who has excellent subject knowledge, has worked very effectively to identify weaknesses in teaching and learning and to resolve the problems. The progress of boys and girls, pupils from different ethnic groups and those who are learning English as an additional language is carefully analysed. The co-ordinator has devised good procedures for tracking pupils' progress and identifying groups or individuals who are underachieving. These pupils are given good support and so most reach the expected level in reading. Teachers who are taking a new class, however, cannot easily interpret the recording of pupils' attainment, particularly in writing. This means that some teachers cannot quickly match the work to different ability groups and this slows the rate of learning by pupils until the teacher establishes a clear view of what needs to be worked on next. The results of tests and assessments are analysed by the co-ordinator to find common areas of weakness in teaching and learning. This has had a major impact on raising standards. There is no complacency and a good programme of in-service training has supported teachers' implementation of the national strategy for teaching literacy.

MATHEMATICS

56. There has been good improvement in the subject. The previous inspection found that attainment in mathematics by the majority of pupils at the end of Year 6 was below average and that overall progress by all groups of pupils was slow and uneven. This is no longer the case. Attainment has improved and is now in line with expectations. Progress by different groups of pupils is good and much more evenly paced. The school is well placed to increase the proportion of pupils attaining the higher levels. Analysis of last year's test results has enabled the school to target this group of pupils in Years 5 and 6, and observation shows that they are already attaining above the levels expected of them at this time of the school year. Pupils work confidently with negative numbers and multiply and divide decimals. Their work on data handling includes constructing and interpreting a good range of graphs.
57. The teaching is good. All classes are now grouped by ability for mathematics and teachers plan work for different groups of pupils that is much more closely matched to their different

levels of ability. This enables all groups of pupils, including those with special educational needs and those with English as an additional language, to make good progress in lessons and as they move through the school. Much of this improvement is also due to the overall improvement in the quality of teaching since the last inspection. Teachers are making good use of the guidelines of the National Numeracy Strategy. Pupils continue to achieve well in number work, as they did at the last inspection. This is clearly evidenced in lessons such as an excellent lesson in Year 5 on division by an average attaining class, and the work of higher attaining pupils from the same year group on the relationship between division and multiplication. Both lessons were characterised by good planning and management of the learning situation, a clear idea of what the pupils were expected to learn, and very good questioning of pupils that enabled them all to contribute to the lesson in a meaningful way. A noticeable feature of these and all other lessons is the good mental calculation session at the start that engages and enthuses the great majority of pupils. For example, in a Year 3 lesson for lower attaining pupils, they respond immediately to the rapid questioning of the teacher about addition and subtraction facts of numbers up to 20. They are involved and eager to show their knowledge and enjoy the challenge and pace of the session, which effectively develops their confidence in number bonds.

58. The school has successfully addressed the issue of developing pupils' skills in problem solving that was identified in the last report. Problem-solving activities are a common feature of lessons and group work for all year groups. This was particularly evident in a Year 4 lessons on 'word problems'. All groups of pupils know how to tackle such questions effectively because of the teacher's good guidance to 'read the question....find the key words...decide which number process to use'. The teachers are careful to ensure that all pupils in the higher and average attaining sets are given opportunities to explain what they are doing and the ways in which they are working out the problem. This gives pupils time to clarify their thoughts and explain and expand their reasons, which develops their understanding well. The scrutiny of previous work in all year groups shows that this aspect of mathematics has been developed very successfully across the whole school. The progression in this skill was clear in the work in a very good lesson with higher attaining pupils from Years 5 and 6. Pupils were able to confidently add, subtract, multiply and divide mentally and on paper numbers up to tens of thousands. They were confident and competent in their use of mental calculations in tackling problems and showed good skills in the use of calculators to check the reasonableness of their answers. This lesson continually challenged and extended pupils' thinking because the teaching was clearly focused on well-planned activities that used the skills that the pupils were taught.
59. The pupils enjoy mathematics and the overwhelming majority show a determination to succeed. They respond well to the challenges and activities planned for them and have very good attitudes to learning. Pupils with special educational needs are well supported in class and make progress at least as well as other groups of pupils. The pupils with English as a second language respond very well in lessons and most experience few problems with the vocabulary. When necessary, they are well supported. For example, in a Year 4 lesson, a pupil with English language difficulties explained his method of working by choosing a friend to help him with the words of a problem, whilst he demonstrated the actual working out.
60. The school has successfully implemented the National Numeracy Strategy and this is being used well to improve teachers' planning. In all lessons seen, there was a good balance of mental calculating, written recording and opportunities for all groups of pupils to consolidate and extend their mathematical knowledge and understanding both through direct teaching and through individual and group activities. However, more use could be made of computers to extend pupils' mathematical skills. The co-ordinator is aware of the need to develop this aspect of the school's provision.
61. Overall leadership and management of the subject are good. Since her appointment, the co-ordinator has been active in raising the profile of the subject across the school. Good use has

been made of recent funds to target resources for specific aspects of the subject and this has contributed to the raising of standards.

SCIENCE

62. The Year 6 pupils are achieving standards that are in line with the national average. There has been good improvement since the last inspection when standards were below those expected for their age. In the 2001 tests, results were just below the national average, but average in comparison with similar schools. Over the previous three years there was a marked upward trend in test results, which dipped slightly in 2001 due to a less able group of pupils. The school has taken effective steps with regard to revision and to building up pupils' confidence in test procedures. In 2002 the target is to further increase the number of pupils reaching the average Level 4, as well as helping a significant minority to attain beyond this. As at the last inspection, pupils' attainment in their scientific knowledge is better than their ability to investigate and experiment, but as this aspect does not play a large part in the testing procedures it does not greatly affect results.
63. Throughout the school, pupils make good progress in gaining scientific knowledge and understanding. Less able pupils, and those at an early stage in their English language acquisition, are given good support in lessons from teachers and learning support teachers and are given methods of recording which match their needs well. With effective encouragement from teachers, other adults and classmates, these pupils also make good progress.
64. The teaching in science is good and this is reflected in the improvements that have been made in the subject over the last few years. Learning assistants and other adults working in the classrooms are well informed about what pupils need to do and learn and, because of this, make an effective contribution within lessons. The subject encompasses aspects of sex and health education and makes a good contribution to the pupils' personal development. There are sound links with other areas of the curriculum. For example, in Year 6, pupils use forcemeters and use the mathematical knowledge to read off the number of Newtons needed to pull a half brick over different surfaces. With the help of their teacher, they then construct a bar chart of their results. Year 5 pupils wrote a letter to a brick manufacturer asking for information in support of their in-depth study of the materials used to build a house. Teachers use a wide range of scientific words in their lessons and this helps pupils build up an appropriate vocabulary to use when talking or writing about their work. Computers are too seldom used in lessons, either for research purposes or to display collected data, although the school recognises this as a priority for development. Teachers introduce a wide range of resources into their lessons, some of which they make themselves. The use of these resources interests the pupils and enhances their learning. For example, in one good Year 6 lesson on friction, the teacher produced boards made up of strips of different materials for groups of pupils to use. In a very good lesson in Year 3 about the solar system, the use of a wide range of resources, including a globe and a strong torch, focused the attention of the whole class. In the same lesson, very good strategies, such as sticking a small plastic animal on a rotating globe helped to demonstrate the reasons for night and day and consolidate pupils' understanding.
65. A published scheme is used to underpin planning in the subject. This has proved helpful in improving pupils' factual knowledge about different aspects of science and has improved test results. However, throughout the school, opportunities for investigative and experimental work are too teacher-directed and these limit the progress that pupils make in this area of the science curriculum. Pupils are encouraged to predict results and are made aware of what constitutes a fair test. They are not often enough asked to put forward their own ideas about how to find out an answer to a question or to choose their own equipment and methods of recording results. For example, in Year 4 the teachers demonstrated the time taken for different fats to melt and then solidify rather than setting up an experiment whereby pupils could find out for themselves how heating and cooling affects solids. One reason given for

this organisation is the small size of the classrooms, but ways in which areas outside these can be used are not sufficiently explored. The school is waiting for the published scheme to be updated in line with national guidelines, but in the meantime this aspect of the science curriculum continues to be under-developed.

66. Pupils throughout the school enjoy their work in science, especially if it includes practical demonstrations or tasks. They use equipment sensibly and work together well, helping each other when necessary. Their behaviour in most lessons is very good and this allows teachers to focus on good teaching with a minimum of interruption.
67. Good, ongoing assessment of pupils' progress is in place and this includes a test of their knowledge and understanding at the end of each unit taught. The composition of booster classes is based upon an accurate assessment of pupils' needs and their ability to do better if given this extra support. The co-ordinator has established and maintained good links with appropriate local organisations, including the Injury Minimisation Programme, in order to promote science and gain a Healthy School Standard award. There is a suitable range of visits, including one to Wyre Forest, which usefully supplements school resources. Work has started on clearing some of the school grounds in order to establish an area for environmental work but, in the meantime, visits are made to the local park for this purpose. The experienced co-ordinator has carried out some effective formal monitoring of the planning by colleagues and of standards in the subject in general. He recognises that his main priority now is to update the science curriculum in line with national guidelines so that improvements are made in regard to investigative and experimental work.

ART AND DESIGN

68. No lessons were observed, but the scrutiny of pupils' previous work, teachers' planning, discussions with pupils and displays of work indicates that there has been good improvement in this subject since the previous inspection. Pupils now reach for the level of work expected for their age by the time they leave the school and pupils of all abilities make at least satisfactory progress in the subject.
69. The national guidelines have been adopted and this is supporting better continuity in the pupils' learning because the teachers are now clear about what skills need to be taught to each year group. Sketchbooks are used in every year and are often well used to practise skills or refine detail. The after-school art club very successfully promotes pupils' skills and some of the work produced, such as delicate paintings of ivy that capture the texture and colour of the leaves very effectively, reaches a good standard.
70. Year 3 pupils have drawn a self-portrait from memory and after looking in a mirror. They include more detail in the second drawing and there is a better sense of facial proportion. Year 4 pupils have used viewfinders to search for interesting viewpoints around the school. After looking at the work of Marc Chagall and Jacob Lawrence, who show a dreamlike quality in their work, the pupils made up 'dream stories' using settings and figures and photographed these. They used these images to create negative shapes and make prints.
71. The Year 6 pupils' drawings of Victorian children show deftness with line and shading and close observation of movement. These drawings are full of character and detail and show how intensely the pupils worked to achieve the desired mood. The Year 6 pupils' work on perspective is precise. They understand how Lowry used perspective in his paintings of streets and buildings.
72. The pupils' work in art is often usefully linked with other subjects. For example, the Year 5 pupils have made some detailed pencil drawings of Tudor houses in connection with their work in history. Year 4 pupils have drawn gods from Ancient Egypt and also Hindu gods. In Year 6, the pupils who visited Ingestre Hall completed some excellent sculptural work in

connection with the 'Harry Potter' stories. Pupils enjoy the subject and have a good recall of what they have done in the past. They work confidently with art programs on the computers and ICT is well used to support their learning.

73. Teachers' planning is good. All aspects of the curriculum are suitably covered and there is a good range of resources available for pupils to use. Displays of pupils' work considerably enhance the school's environment and raise the pupils' self-esteem. The subject is soundly managed. The co-ordinator has successfully overseen the introduction of the new scheme of work and is now reviewing its effectiveness.

DESIGN AND TECHNOLOGY

74. The pupils' attainment is at a level expected for their age and this is a similar picture to that at the last inspection. Pupils of all abilities make good progress in all aspects of the subject. No lessons were seen, as the school teaches design and technology in short blocks of time each term, but examples of the pupils' most recent projects were available and pupils readily discussed how they had designed and made items on display from last term.
75. Year 3 pupils have designed and made puppets based on a paper plate. They chose the materials to create the features and provided an appropriate finish to the puppet. Year 4 pupils completed a 'challenge' to design a structure that would span 50 centimetres and carry the heaviest load possible. They planned what materials would be used, made various designs and then constructed the bridges from wood and other materials, using tape, glue guns and other fixings. The final models were tested to see how much weight they would bear. Pupils evaluated the success of their designs and suggested how they could improve on these next time to make them stronger. Year 5 pupils made biscuits and 'Tudor stew' after researching what poor people would have eaten in Tudor times. They also made musical instruments that could be shaken or plucked. These were finished to a high standard.
76. The Year 6 pupils designed and made quiz boards with a Victorian or mathematical theme. The board games included an electrical circuit so that when the correct answer was chosen, a bulb lit. When refining their designs, their notes indicate that they thought about the process and resources. One pupil had to vary his original idea because, "there were not enough resources to do it the way I had planned". Another pupil noted that, "The critical part is marking and cutting out, we had to measure carefully or the parts would not fit together."
77. The pupils show a good understanding of how it is important to consider the way in which components are fixed together so that the object is durable. One Year 5 pupil remembered how she struggled to join the parts of her musical instrument together and eventually had to use papier-mâché as a means of strengthening the join and creating the desired shape and finish.
78. The teachers' planning is good and the subject is well managed. Pupils use ICT appropriately to support their learning. The way that the school organises its teaching of the subject is successfully promoting a good rate of learning in each year group.

GEOGRAPHY

79. The following judgements are based on three lessons seen, a scrutiny of previous work and teachers' planning, and talking to the co-ordinator and pupils.
80. Standards have improved since the last inspection and attainment by the end of Year 6 is broadly in line with that expected for pupils of a similar age. Scrutiny of pupils' previous work and teachers' planning, and talking to pupils, show that the majority of pupils are making satisfactory progress as they move through the school. Much of this improvement is due to the better quality of teaching and the new scheme of work, which is enabling the school to plan the development of knowledge and skills in a more systematic manner. These are all

improvements since the last inspection. Pupils with special educational needs, and those with English as a second language, receive good support and this enables them to make progress at least as good as other groups of pupils.

81. The development of mapping skills is good, as it was at the time of the last inspection. In the three lessons seen in Years 5 and 6, this was the main focus and pupils' learning was developed successfully from looking at different kinds of map symbols and how they are recorded, to using 2- and 4-figure grid references to plot positions on a map. Teachers are confident and have a good understanding of the subject, which is conveyed to pupils in a way that interests them. The lessons are well paced and challenging and the great majority of pupils respond with interest and involvement. However, scrutiny of previous work and talking to pupils shows that less emphasis is currently given to other aspects of geography such as the study of places. A good display of work by Year 5 pupils comparing Tipton with Blackpool was seen and Year 4 pupils have looked at Egypt as a holiday destination as part of their topic on Ancient Egypt. This combining of history and geography in topics in the past meant that sometimes one subject was given more emphasis than the other. The school is aware of this and the new planning is helping to address this problem. There is some appropriate use of ICT to support pupils' learning and the school is planning to build up further software to support topics.
82. Talking to pupils confirmed that their knowledge and understanding of maps, atlases and globes is satisfactory but limited use is made of the immediate school environment or the neighbourhood to develop their sense of place. Visits are made to a local oil and chemicals facility but more use could be made of other local facilities such as shops and businesses. The co-ordinator has recognised this and has plans to develop this aspect of the subject in the future. The co-ordinator is well qualified to lead the subject and has reviewed the policy and scheme of work for geography. Teachers' planning and pupils' work has been monitored.

HISTORY

83. The following judgements are based on four lessons seen, a scrutiny of previous work and teachers' planning, and talking to the co-ordinator and pupils.
84. The standards seen in the last inspection have been maintained. Attainment by the end of Year 6 is broadly in line with expectations. The progress made by the majority of pupils is satisfactory across the school.
85. The previous report found that pupils' knowledge of history was being developed at the expense of their understanding of how we find out about the past. This is now much improved through the use of the national guidelines for teaching and learning. Scrutiny of previous work shows that pupils are given many opportunities to explore evidence of the past. For example, in a lesson on the Roman occupation, pupils were given a number of illustrations about Queen Boudicca. After a good discussion about what words they can use to describe the pictures, they were carefully led to think about the same picture from the point of view of a Roman or a Celt. They then had to record their observations and describe the character of Boudicca from different points of view. This skilfully led them to consider differences between fact and opinion, and how we use evidence to record the past. A similar lesson in Year 4 on Tutankhamun also made good use of artefacts, in this case a death mask, to arouse pupils' interest and enthusiasm. This was then used to introduce research activities using a range of secondary sources. Skills such as note taking were introduced as the lesson proceeded and, by the end of the lesson, the majority of pupils had developed these skills well.
86. The use of individual research is well seen in the topic books on Tutankhamun produced over a half-term break by Year 4 pupils. Their enthusiasm and interest is evident in the wide range of information collected and displayed. Some pupils have used the Internet to gather information and have made their own costumes and masks.

87. Overall teaching in history is satisfactory with some good features, which is what was found at the last inspection. Pupils are attentive to teachers' questions and many are eager to show their knowledge. During question and answer sessions all staff are careful to include all groups of pupils so that pupils with special educational needs, and those with English as a second language, are fully involved. This enables them to progress at least as well as their peers.
88. The co-ordinator is well qualified to lead the subject and has made use of the library loans service to introduce pupils to historical artefacts. Pupils' learning is further supported by visitors to school, such as theatre groups of 'Romans' and 'Tudors'. Pupils have been on a local canal walk and looked at some of the more well known buildings in Tipton. All these have helped to make the subject 'real' for many pupils, who talk animatedly about how they enjoy 'finding out about history'. They show good knowledge of different historical periods and can recall the names of famous people such as George Stephenson, and famous events such as the discovery of the tomb of Tutankhamun.
89. At present there is limited monitoring of planning and pupils' work but the future development of assessment of pupils' work is a target for improvement in the co-ordinators' action plan.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

90. There has been very good improvement in this area since the previous inspection. Standards are broadly average in word processing, handling data and using graphics programs by the time the pupils leave the school. The older pupils have a few gaps in their knowledge because they have not benefited for long enough from the school's improved resources and planning. They have had little experience of using control or sensing but this is planned for the future. At present, the pupils' attainment in control, modelling and monitoring is below expectations but the school is in a strong position to remedy this through its very good action plan.
91. Improvements have been achieved against the odds, as circumstances beyond the school's control have meant that considerable difficulties have been faced in improving resources and facilities. The recently installed ICT suite provides an impressive facility that has been carefully planned to enable a class of pupils to comfortably learn new skills. It is well used, with each class timetabled for lessons and, additionally, pupils are able to work in it at break times and lunchtimes.
92. In the lessons observed, the teaching was very good. Pupils learned at a very rapid rate because of the teachers' clear explanations, direct teaching of skills, the well-planned activities and the good support given to individuals, both by teachers and support staff and also by classmates. In one lesson, Year 3 pupils were creating a calendar and developing and refining their ideas through organising text and images on screen. They loaded their floppy disks, accessed the correct drive, and found the file in which they were working with a minimum of support. About half of the pupils used the mouse very quickly and accurately. All of the pupils chose options from drop-down menus and could change the size and colour of the text and reposition it on the screen, as with their work on different parts of the calendar.
93. In another lesson, Year 4 pupils used a data base program to create a questionnaire about Christmas presents. They knew that the options for answers included multiple choice, single word, or yes or no. The pupils considered the number range that they could use for one group of answers and discussed whether 15 – 20 presents was a good starting point. One group decided that the range should start from 1 – 10, rising in tens to more than 30. A pupil suggested that this could be supplemented by a category of 'other' so that the data was extended. The pupils persevered when they were stuck. One pupil attempted to undo an entry by selecting edit from the toolbar. The teacher provided very good support for pupils with special educational needs and pupils with English as an additional language. The Years 5 and 6 pupils were also working with a database to interpret information gathered about the

class. They quickly realised that several criteria could be accessed and decided which would be more useful than others. The pupils knew that saving to the 'C' drive meant that information would be saved on the hard drive and also saved to their personal disk by saving to the 'A' drive. Pupils research information competently using CD-ROMs. They word process their work competently and know how to edit on screen. Pupils have used cameras to record images around the school that have been used as a basis for artwork.

94. The teachers' knowledge and expertise has been greatly improved through good in-service training. They now teach basic skills very competently and give pupils very good opportunities to try out their ideas. The national guidelines for the subject have been integrated very successfully into the teachers' planning and they are working hard to fill the gaps in pupils' knowledge. Internet access is currently restricted but will be completed within weeks. There is a very good action plan for the subject and a new co-ordinator has recently been appointed. She has a high level of expertise and is aware of what needs to be done. This includes extending opportunities for pupils to use computers in lessons, as well as in the ICT suite. At present, while pupils with special educational needs and those who are learning English as an additional language frequently use computers to support their learning, other pupils do not have the same level of access because of the lack of resources. The school has earmarked funds to improve this situation.

MUSIC

95. The attainment of pupils in Year 6 is similar to that found in most schools, with higher standards found in singing and good standards reached by some pupils learning an instrument. This reflects the findings of the last report. The quality of teaching has improved and is now good. This has been helped by the adoption of a scheme of work based on nationally approved guidelines, which is enabling better lesson planning by non-specialist music teachers. The curriculum is enhanced by visits to places such as the Birmingham Symphony Hall and a residential visit to Ingestre Hall Arts Centre for work by Year 6 pupils.
96. Pupils enjoy their music lessons and are particularly enthusiastic in their singing. In lessons and assemblies the great majority of pupils of all ages sing tunefully and with feeling. By Year 5, pupils are able to sing a three-part round such as 'Turn again Whittington'. The teaching in the lesson in which pupils learned this round was particularly successful due to the way in which the teacher developed pupils' understanding of the round by relating it to other aspects of the curriculum such as literacy and history. She built up pupils' interest well and they responded with enthusiasm and involvement. Other lesson observations show that pupils are able to clap and tap rhythms, and follow and change tempo. In a Year 3 lesson, good use was made of different types of music to extend pupils' knowledge and understanding of different kinds of tempo: steady, fast and slow. The variety of music aroused the interest and involvement of pupils and the teacher was careful to ensure all groups of pupils were able to take part in the lesson. For example, a pupil with English as additional language was encouraged to use a drum to beat out the tempo of a tune when he had difficulties following the words of the song. By the end of the lesson, all pupils were able to join in singing and clapping rhythms, and greatly enjoy the 'hand-jive' movements. In a Year 4 lesson, pupils' skills in performing were developed well through the use of a range of percussion instruments that effectively extend their knowledge and understanding.
97. Little evidence of composition was seen during the inspection, but the scrutiny of teachers' planning shows that it is addressed appropriately during the year. Year 6 pupils were able to compose their own music on their visit to Ingestre Hall over a period of two or three days. A report from the staff at the Centre shows that this was done most successfully. Visitors to school such as local musicians, the Dudley Entertainment Troop and the Sandwell Orchestral Teachers' Concert enhance the curriculum for all pupils. Small groups of pupils benefit from tuition, learning to play the violin, fife and clarinet. Resources of ethnic music are being developed but the school recognises that this as an area for further development. The co-ordinator is well qualified and provides good leadership and management of the subject. She

has recently overseen the introduction of new planning guidelines for teaching and learning in music. This is helping to raise the standards of teaching across the school. Further development of the use of computers and keyboards is planned and a new system of assessing pupils' standards is being introduced.

PHYSICAL EDUCATION

98. The high standards noted in the previous inspection have been maintained. By the end of Year 6, the majority of pupils are achieving standards above those expected of pupils of a similar age. Pupils, including those with special educational needs and those for whom English is an additional language, make very good progress throughout the school. Achievement in swimming is good with all pupils able to swim the minimum 25 metres by the time they leave school.
99. During the inspection, lessons in gymnastics, dance and outdoor games were observed. The school benefits from having a hall and an all-weather playing area, which provide space for pupils to participate in indoor and outdoor team games, gymnastics and dance, although the hall space is a little restricted for some classes. Discussions with the co-ordinator, teachers and pupils, and a scrutiny of planning for the subject, show that the school meets all the requirements of the National Curriculum. Many pupils attend extra-curricular activities and clubs, including netball, cross-country running and football. School teams participate in local league matches, tournaments and competitions. When they reach Year 6, pupils are able to take part in adventure activities as part of their residential visit.
100. In all lessons seen, pupils have a good understanding of the importance of an appropriate warm-up and cool-down session at the start and end of their lessons. They show good awareness of the impact of exercise on their bodies and of moving about safely, both in the hall and outside on the playing fields. For example, in a fast moving ball game in the small hall, Years 5 and 6 pupils developed their attacking and defensive strategies with great enthusiasm but with safety. A Year 6 dance lesson showed a similar high level of challenge to which pupils responded with imagination and flair. Observation of a gymnastic lesson in Year 3 showed that the majority of pupils are able to reproduce and practise a range of movements and balances successfully. This was built on in a Year 4 lesson as pupils developed a sequence of gymnastic movements using simple apparatus such as mats and benches.
101. The overall quality of teaching and learning is good. Teachers use their subject knowledge well in observing and analysing movements so that they are able to give good advice to pupils on how to improve. Lessons involve all groups of pupils well either by individual, paired or team work, and all year groups show good levels of co-operation and support for each other. Pupils delight in their own success and that of their friends. All lessons seen were characterised by the very good behaviour of pupils. Lessons are well planned and challenging. This involves pupils and entuses them to try their best. Pupils enjoy their physical education work in all its forms and they respond very well to the coaching of the teacher and demonstrations of other pupils, working hard to improve their skills.
102. The co-ordinator has helped to maintain the high profile of the subject and good use is made of resources to raise standards across the school. The school's policy and scheme of work give good guidance for teachers' planning and have been revised to meet the new requirements for the subject. The school makes good use of outside agencies such as the local football club and a residential visit to extend the range of the curriculum for many of its pupils.

RELIGIOUS EDUCATION

103. Pupils' attainment is in line with the expected standards by the age of eleven. Secure planning, based on national guidelines for the subject and the Sandwell Agreed Syllabus, is

in place. This allows all pupils to satisfactorily build on and extend their knowledge and understanding as they move through the school. Teachers take some opportunities to develop literacy skills through the subject but, as in the last report, the pupils' written work is less well developed than their oral responses and discussion in class, and does not do justice to the good quality of their ideas.

104. In lessons and assemblies, pupils are given opportunities to study the beliefs and traditions of Christianity and a wide range of other faiths. For example, in Year 3, they have a growing knowledge of the use of religious symbols. Throughout the years, the study of different religions continues and, by the end of Year 6, pupils have a sound understanding of the beliefs central to Christianity, Judaism, Hinduism, Sikhism and Islam. When questioned, Year 6 pupils remember some factual details about what they have studied. They know a fair number of Bible stories, including the Good Samaritan and David and Goliath, but are not sure whether these appear in the Old or New Testament. They find it difficult to explain the reason why Jesus spoke in parables, but are able to retell one or two of these well. They know what a miracle is and can give some well-chosen examples.
105. Overall, teaching is satisfactory throughout the school. The warm relationships between staff and pupils, and the firm management of classes, lead to lessons moving on at a good pace. In such an atmosphere, pupils feel confident in making contributions to discussions and these are always received sensitively. All teachers plan effectively for their lessons and, in the best lessons, use a wide range of strategies to keep pupils motivated. In the Year 5 classes, interesting discussions took place on the qualities needed for leadership. On a large sheet of paper each group of pupils wrote comments about the characteristics of Jesus and there was a real sense of excitement about putting their ideas down on this shared page. In these mixed ability groups, children with special educational needs and those for whom English is an additional language receive good support from other, more able, pupils who help them articulate and record their suggestions.
106. In Year 6, pupils are encouraged to think about things that are of value to them, for example old soft toys, a brooch belonging to a grandmother or a piece of fool's gold. They discuss why these things are precious to them. Previous work shows the study of friendship and includes stories with a moral meaning, for instance how to behave sensibly when on a school trip. Whilst much of this is valuable in the context of social and personal education it does not follow the school's guidelines for religious education closely enough. In pupils' past work there are also references to Jewish festivals and to the American celebration of Thanksgiving, but these aspects lack sufficient depth for this age group.
107. There are good connections with a local vicar and church which pupils enjoy visiting. During the inspection, all three of the Year 4 classes paid a very well planned visit for a mock wedding. This was an exciting occasion for all the pupils and much was learned, not only about the marriage ceremony but also about a wide range of old and new Bibles written in Hebrew and Latin as well as English. The vicar told the pupils the story of the wedding feast and how Jesus had turned water into wine. During an enactment of this miracle the children ran out of blackcurrant juice and there were gasps of surprise when the vicar mimicked the story by pouring water into a ewer and produced more.
108. The subject leader is enthusiastic and has introduced several new initiatives, including record sheets on which teachers can track individual pupils' progress in the subject. These will ensure full coverage of the school's guidelines for the subject. A good range of artefacts, posters and books is now available to be used in lessons on different religions and these items much enhance pupils' learning. As in the last report, the subject makes a strong contribution to the school's provision for pupils' spiritual, moral, social and cultural development.