

INSPECTION REPORT

THE GLYNNE PRIMARY SCHOOL

Kingswinford, West Midlands

LEA area: Dudley

Unique reference number: 103832

Headteacher: Mrs Janet O'Neill

Reporting inspector: Mr David Carrington
15414

Dates of inspection: 27th – 31st May 2002

Inspection number: 195381
Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Cot Lane Kingswinford West Midlands
Postcode:	DY6 9TH
Telephone number:	01384 816960
Fax number:	01384 816961
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Coral Johnson
Date of previous inspection:	9 th – 13 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15414	Mr David Carrington	Registered inspector	Mathematics Information and communication technology Physical education	The school's results and pupils' achievements How well pupils are taught
1329	Mr Kevern Oliver	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils The partnership with parents and carers
9479	Mrs Christine Field	Lay inspector		
10413	Mr Michael Best	Team inspector	Music	
1189	Mrs Sharon Brown	Team inspector	Equal opportunities	
3751	Mrs Trudy Cotton	Team inspector	English Design and technology Special educational needs	
19765	Mrs Pauleen Shannon		Art and design History Religious education Areas of learning for children in the Foundation Stage	
8326	Mr John Stringer	Team inspector	Science Geography	The curricular and other opportunities offered to pupils How well the school is led and managed

The inspection contractor was:

Arden Inspections

University of Warwick Science Park
Unit 2
Barclays Venture Centre
Sir William Lyons Road
Coventry
CV4 7EZ
Tel/fax: 024 7641 5299
Email: ArdenInspections@aol.com

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Glynne Primary School has 240 boys and 200 girls with another 60 children who attend the nursery part time. The pupils come from the largely residential area around the school, which is situated about half a mile to the south west of Kingswinford centre in the borough of Dudley. The proportion of pupils from minority ethnic backgrounds is below the national average. No pupils speak English as an additional language. There are four pupils with statements of special educational needs, which is about the same as the national average proportion. Just under a fifth of pupils have special educational needs, which is about average. Most of these special needs are for learning difficulties or emotional and behavioural reasons. Children start nursery with average levels of skills and knowledge.

HOW GOOD THE SCHOOL IS

Glynne Primary School provides a quality of education where the sheer number of strengths vastly outweighs the aspects for improvement. The headteacher gives excellent leadership, which ensures that all staff make a strong contribution to the learning experiences of the pupils because of their skill and expertise. Attainment is above average, but the school is not an academic treadmill. The richness and relevance of the curriculum ensure that pupils develop as thoroughly pleasant children. Whilst standards in science are not as high as those in other subjects and procedures to check that pupils achieve their personal best require further honing, the school is *going for gold* on all fronts. It has achieved this in a number of areas and it has a clear plan for improvement in science and self-evaluation. The school gives good value for money and is improving in this respect rapidly.

What the school does well

- Standards are above average in English and mathematics and a number of other subjects.
- Children in nursery and reception classes get off to a flying start to their education.
- Pupils in infant and junior classes make good progress because learning conditions are good and teaching is effective.
- Attitudes, behaviour and relationships are all excellent and pupils' spiritual, moral, social and cultural development has some outstanding qualities.
- The curriculum is rich, relevant and rewarding and parents and the community have a significant role in pupils' learning.
- The headteacher gives leadership that is second-to-none and is very well supported by the innovative staff who are making a very strong contribution to raising standards.

What could be improved

- Standards in science are not yet at the same level as those in other subjects.
- The process of checking that standards are at their best are not fully effective.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The 1997 inspection report set four key issues for the school:

1. Achieve more consistency in progress by providing work that develops skills and knowledge systematically and by sharing the strengths of teaching.
2. Develop pupils' initiative and responsibility in learning more.
3. Enhance the systems of monitoring and evaluating school performance.
4. Give the phase leaders a stronger role in teaching and monitoring of strengths and weaknesses.

The school has made good progress with these issues, though there are some things for completion under the third heading. Additionally, overall attainment is rising and the school has made considerable improvement to teaching and learning. There are very good prospects for the continued strengthening of provision and standards.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	A	B	D	very high A* well above average A above average B average C below average D well below average E very low E*
Mathematics	B	A	C	D	
Science	B	B	D	E	

Similar schools are those schools with less than 8% of the pupils entitled to free school meals.

In 2001, pupils in Year 6 achieved above average results in the English SATs, average results in mathematics and below average results in science. Compared to schools with less than eight per cent of pupils entitled to free school meals, standards were below average in English and mathematics and well below average in science. In the same year, standards in Year 2 were well above both the national and similar schools averages in reading, writing and mathematics. The proportion of pupils achieving the higher level 5 in Year 6 was above average in English and mathematics and average in science. In Year 2, the proportion achieving the higher level 3 was well above average in reading, writing, mathematics and science. Whilst boys have tended to under-achieve in the Year 2 SATs in recent years, they catch up by Year 6, when they out-perform the girls. This is similar to the national picture for differences in attainment between boys and girls. In general, results in science have not been as strong in the SATs in both the infants and juniors compared to English and mathematics. The rate of improvement in standards in school is broadly similar to that found in most primary schools. Children make good progress in the Foundation Stage and the infant classes to achieve above average standards across all subjects. This is continued in junior classes. By the age of eleven, standards are above average in most subjects including English and mathematics¹ although they are average in science. Pupils with special educational needs and gifted and talented pupils all make good progress. The development of speaking and listening skills is a particular strength of the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils enjoy school and are enthusiastic learners. Many pupils are disappointed when their activities come to an end.
Behaviour, in and out of classrooms	Excellent. The school is a self-disciplined community where all pupils know the rules and they uphold them with conspicuous success.
Personal development and relationships	Excellent. Relationships are the lynchpin on which the education of the pupils is most successfully based. Pupils' personal development is very good, though there is scope for further enhancement in developing independence and self-reliance in learning.
Attendance	Good. The level of attendance is better than that found nationally. Pupils are punctual for school and settle very willingly to their work.

TEACHING AND LEARNING

Teaching of pupils	Nursery and	Years 1 – 2	Years 3 – 6
--------------------	-------------	-------------	-------------

¹ They are well above average in art and design

in:	Reception		
Quality of teaching	Good	Good	Good

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

The quality of teaching is uniform through the school and of good quality. This marks significant improvement since the previous inspection. There are some outstanding and excellent features of teaching; none is unsatisfactory. The basic skills of English and mathematics are taught very well. Particular strengths of teaching are subject knowledge, expectations, the management of pupils and the contribution of support staff. Aspects for continued enhancement are the clarity of lesson objectives for each attainment group in lesson planning and more consistent encouragement of independence in learning. Learning quality is also good. Pupils work hard and produce good amounts of work. They are interested in their tasks and concentrate well. The quality of learning for pupils with special educational needs, including those with statements, is also good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is rich, relevant and rewarding. Some aspects of the science curriculum are scheduled for improvement but the arts curriculum is a singular strength. The school makes very good use of the talents of the community and the programme of activities outside lessons is excellent.
Provision for pupils with special educational needs	Good. The support for these pupils is good and they keep up well with the other pupils. Some personal targets are a little vague.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The cultural development of pupils is excellent and the other three aspects are all very well fostered. Pupils are reflective of the experiences they meet and enjoy a wealth of literature, artwork, drama and other creative experiences.
How well the school cares for its pupils	Very good. All aspects concerning the health, safety and welfare of pupils is catered for very well. Procedures to assess skills and knowledge are good in English and mathematics but not as strong in other subjects.
The partnership with parents and carers	Very good. Parents have a central role in the education of their children and are well involved in the work and life of the school. They are kept very well informed and have very positive views of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership and management of the headteacher is outstanding. Other managers form a powerful force for school improvement because they are united in the quest for high standards.
How well the governors fulfil their responsibilities	Good. Governors are supportive and influential in taking the school forward. They are increasingly asking critical questions to ensure that the school is doing as well as it can. They make the necessary comparisons to ensure that the school is competitive in purchases and in what it provides.

The school's evaluation of its performance	Very good. The system to track how well individual pupils are doing is bedding in well. There are a few enhancements that the school wishes to make to this process. Managers have firm plans to involve subject leaders in the direct monitoring of teaching, learning and standards.
The strategic use of resources	Very good. The accommodation is of very good quality indoors and out. Staffing levels are good and learning resources are put to good use. Finance is managed very well and additional funding for improving standards is used wisely in the interests of the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What a few parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • Behaviour is good and the pupils develop into mature and sensible learners. • It is easy to approach staff when parents have concerns. • Staff have high expectations of their children and progress is good. • Teaching quality is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • levels of homework • the range of activities outside lessons • the information they receive about progress

Inspectors have no hesitation in agreeing with the positive views of parents. Indeed they judge that some of these things are excellent or very good rather than good. Similarly, the team judges that homework levels are well balanced, the range of activities outside lessons is excellent, parents form a very good partner in the education of their children and the information provided for them is very good. The few who have concerns about these aspects should be reassured by inspectors' findings.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 1997, standards were reported as broadly average at the end of Years 2 and 6 and progress was satisfactory. There were some strengths in attainment in English, science, history and physical education. Three related key issues were linked to the improvement of standards in that the systematic development of skills and knowledge, the phase leaders' grasp of strengths and weaknesses in teaching and the overall evaluation of school performance all required improvement.
2. Following the previous inspection, school managers, led by the outstanding headteacher began the task of raising standards further with enthusiasm and much hard work. This has paid off, as today, standards are much more uniformly above average in the eleven subjects of the curriculum. Improvements are ensuring all pupils achieve their personal best.
3. The improvement in SATs results has kept pace with that found nationally, so that in 2001, pupils in Year 2 achieved standards that were well above the national average in reading, writing and mathematics. Although gratifying, the school was not content with these results because comparisons against schools with a similar proportion of pupils entitled to free school meals showed standards in writing to be above average as opposed to the well above average level in reading and mathematics. School managers analysed the results carefully and this school year introduced a number of adjustments to the curriculum for writing and the way that writing is taught. These innovations are paying good dividends as standards in writing among the younger pupils are rising well.
4. The position in 2001 in Year 6 was not as strong as 2000. Standards dipped significantly in science, to below the national average and well below the similar schools average. Standards were above the national average in English and average in mathematics, though attainment was below the similar schools average in these last two subjects. The decline in standards in English and mathematics has been halted this year and preliminary results from the 2002 Year 6 SATs point to a trend back to the heights of 2000 when standards were well above average. However, the outcome of the present inspection show that standards in science continue to hold at a lower level than English and mathematics. Improvement to standards in science is one of the two key issues arising from this inspection and focus is needed on ensuring all pupils build skills and knowledge systematically in the subject as they move through the school. There are very good levels of determination amongst all staff to make these improvements by enhancing planning, focusing on independent problem solving and investigation in science and monitoring the impact of the changes as quickly as possible. The inspection team have absolute conviction that this will be a task that is very well done.
5. The Year 6 class last year had a higher proportion of lower attainers than the same age group this time, some of whom only missed achieving the average level 4 in the SATs by a mark or two. School records show that the 2001 Year 6 classes achieved standards that were a positive reflection of the levels achieved in their Year 2 SATs in English and mathematics. The current Year 6 classes contain a greater proportion of higher attainers and as discussed below, these pupils are doing well in their work. This applies as much to the other subjects taught in school as it does to English and mathematics:

Standards and progress in the different subjects in school

	By the end of Year	In Years 1 and	By the end of Year	In Years 3 to 6
--	---------------------------	-----------------------	---------------------------	------------------------

	2	2	6	
Subject	Standards	Progress	Standards	Progress
English	Well above average	Very good	Above average	Good
Mathematics	Above average	Good	Above average	Good
Science	Average	Satisfactory	Average	Satisfactory
Art and design	Above average	Good	Well above average	Good
Design and technology	Above average	Good	Above average	Good
Geography	Average	Good	Above average	Good
History	Above average	Good	Above average	Good
ICT²	Above average	Good	Above average	Good
Music	Above average	Good	Above average	Good
Physical education	Above average	Good	Above average	Good
Religious education	Average	Satisfactory	Above average	Good

6. Further details of standards are given in the discussion of each subject starting on page 27. It will also be found there that standards and progress in the Foundation Learning Years³ are equally positive. When children start their time in the FLY classes they have average levels of skill and knowledge. Because the quality of provision is a particular strength of the school, the children make good progress and by the time they finish in reception they achieve above average levels in relation to the early learning goals. Many children certainly *fly* through their first years in school!
7. The relatively high proportion of higher attaining pupils is a reflection of the above average standards achieved in school. These pupils are well provided for and are set work to challenge them. The school's setting system for English and mathematics differs in that pupils are taught by ability in mathematics but not in English. However, pupils in the English sets are mixed from the two classes in each year. Both systems work effectively in support of boys and girls from all backgrounds. In mathematics, good challenge was observed in the work for higher attainers in the top sets. Much of the work in Year 6 is pitched at level 5 and the school has had great success recently in entering pupils for level 6 in the mathematics SATs. The very highest achieving pupils are set well planned and challenging extension activities, especially in mathematics and the lunchtime science club for high achieving pupils.
8. The middle achieving pupils are also doing well. These pupils were a particular focus of the inspection because there are hints in past SATs results that this group has not done as well as those in other groups. However, inspection evidence is conclusive in demonstrating that middle attainers achieve well. Indeed, the work completed by middle attainers is often the equivalent of that produced by higher attainers in some other schools. The school has a relatively new target setting and tracking system for all pupils that is bedding in well. It is successful in tracking from one year to the next, for example, that middle attaining pupils are on target to reach the goals set for them. The school continues to refine its system of assessment and target setting and tracking. The inspection team confirm that this is an appropriate priority by making the focus of the second key issue the continuing evolution of systems to identify pupils' performance and to intervene to bring timely enhancements.
9. The lower attainers are also well educated. The few with statements for special educational needs make good progress because they are well supported within the classroom by the class teacher and by the learning support staff, for example in literacy lessons. In mathematics lessons, the setting arrangements work in stated pupils' interests too. Teachers ensure that work in lessons meets the needs of the diverse range of pupils within the class. The match of work for stated pupils is appropriate to meet their needs.
10. Other pupils with special needs also make good progress. Often they work with learning support staff in small groups within the classroom in the literacy hour and their needs are met well on the whole. In other subjects, teachers produce work planned for the different ability levels in the class

² Information and communication technology

³ The school title for the Foundation Stage of education for children in nursery and reception classes is abbreviated to FLY.

and are generally successful in meeting the needs of pupils with special educational needs. However, some targets set to help pupils improve their learning are too vague. For instance, those related to pupils with specific difficulties with reading and spelling do not always provide the small, specifically planned steps to help pupils improve.

11. Every pupil in school speaks English fluently and a few are developing bilingual skills. In general, pupils from different ethnic and cultural backgrounds make the same good progress as other pupils and are represented across the full range of ability groups, including the very highest ability. The school successfully monitors progress by ethnicity to ensure that all pupils reach their personal best.
12. Standards continue to rise in school because of the commitment, hard work and good spirits of the staff team. The school is looking for A* in attainment in all subjects and is well on its way to that status. Its targets for attainment in Year 6 English and mathematics are challenging but achievable. However, it is not a conveyor belt to knowledge and standards in pastoral aspects of pupils' development are promoted just as effectively:

Pupils' attitudes, values and personal development

13. The words "Enjoying, learning working and being together" that adorn the main entrance to Glynne Primary aptly sum up pupils' attitudes to school. They are pleased to come to such a happy, thriving community. For them school is a good and caring place where they can spend their days learning and playing with their friends and all the adults who work with them. The parents who completed the pre-inspection questionnaire and who spoke to the inspection team agree with this very positive judgement.
14. Glynne's pupils are justifiably very proud of their school. They are polite and care for each other. Their attitudes to each other and everyone else that they meet are excellent. They greet visitors and helpers with cheery smiles, offers of help to fetch and carry things and offer guidance on how best to get around the school.
15. Nursery children settle very quickly to their learning and they work with good confidence. They develop independence well and most children enjoy their learning and are confident and friendly. The nursery and reception children work well in small groups and alongside each other. Staff take particular pains to ensure no one is isolated or lonely. There are excellent relationships between the children and with staff. Staff use lots of praise, which reinforces behaviour very well. Most children enjoy learning, behave very well and work hard. A few young "afternoon" children find it more difficult to concentrate but the staff encourage them successfully to stay on task. Most children have well-developed personal self-help skills. The majority of reception children will join Year 1 with levels of personal and social development above those expected and the younger children, who have less time in FLY, make particularly good progress.
16. Pupils know, understand and accept the school's behaviour code. Therefore behaviour in class is rarely less than very good. The result is that lessons invariably proceed according to plan, without any time being wasted dealing with distractions arising from bad behaviour. In an excellent Year 2 English lesson on "altered stories", for example, pupils of all abilities made very good progress because they really paid attention and worked hard on "Three wolves and a bad pig" and a special version of "Goldilocks".
17. The previous inspection team suggested that there should be more opportunities for pupils to exercise initiative and responsibility in their learning. The situation now is that there are times when it seems that pupils are almost too passive in class but the reality is that pupils of all ages have impressively mature attitudes to learning. They have learned the habits of listening without interrupting, quiet concentration and conscientiously getting on with their own work. They only speak to and work with each other when invited to do so by their teachers and classroom assistants. An example of this was a Year 5 English lesson about characterisation when pupils listened with rapt attention to their teacher reading "Grandpa Chatteji". They then entered into a lively and challenging discussion before settling down to silently working on their own. Similar situations arose in some Year 1 ICT lessons when pupils were working out how to program and operate *Roamer*, the programmable vehicle.

18. Pupils enjoy each other's success. Applause in an awards assembly, for example, was as long and loud for pupils who reported their successes in activities such as swimming and cross-country running, as it was for those who were being congratulated for their academic achievements. In a Year 1 physical education lesson pupils were delighted with each other's success at catching a ball and keeping score in a simple game.
19. Pupils thrive on responsibility. They, whatever their age, help their teachers prepare for lessons and keep their classes tidy. Everyone takes turns at being class monitors. Older pupils carry messages around the school, collecting and reporting to the school office, for example, the numbers for school lunches each day. During lunchtimes, Year 6 pupils help keep an eye on younger ones. The elected school council and house captains take their roles very seriously. The house captains, for example, regularly plan, organise and deliver assemblies which entertain and inform the members of their house on topics as complex as *decision making*. They also look after the Friendship Stops⁴ during breaktime.
20. The positive response to school is summed up in the attendance statistics that show that absence rates are below those found nationally. Attendance is good because pupils want to be in school and feel valued for who they are and what they do.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. Inspectors saw 113 lessons during the four and a half days spent in school. The team of eight inspectors was unanimous in identifying many good features of teaching. Inspectors often returned to the team room with accounts of the sparkling teaching and learning that they had observed. This stands in good contrast to the situation at the time of the previous inspection. In 1997 teaching was predominantly satisfactory in all subjects with some good teaching in English, science, art, history and physical education, particularly in the junior classes. The teaching of children under five was good and that for pupils with special educational needs was satisfactory. There was also a relatively high proportion of unsatisfactory teaching. Most of this was in design and technology and mathematics; the latter mainly in infant classes. Higher attaining pupils often lacked challenge in their work and there were inconsistencies in subject knowledge, expectations, the marking of work and lesson planning.
22. After the previous inspection the headteacher focused improvement on teaching and learning as the key priority for school growth. This focus emerged from the four key issues that related to teaching last time. There has been much success in the interim in creating vibrant learning conditions in many lessons. The general quality of teaching is good across the school and individually in each stage of education from FLY through the infant and junior phases. Teaching is good in most subjects, including English and mathematics and the literacy and numeracy strategies are successful in raising standards of basic skills.
23. No aspects of teaching, in any of the three stages in school are anything less than satisfactory and most are good or very good. Lesson planning is the aspect of teaching that could stand further improvement. Teachers have very good expectations of their pupils and this shows in the brisk pace, well focused questioning and challenging work set in lessons. However, these expectations are not always translated into sharply focused learning objectives for each group of pupils. In such cases there is then little formal basis for the evaluation of successful learning during the lesson and it is not always possible for teachers to check whether all pupils have achieved what was expected. There are good models of planning in school and the enhanced monitoring and evaluation of teaching and learning that managers are working to implement will assist the sharing of such strengths. Such improvement will assist sharper target setting and tracking work.
24. The teaching of most subjects is good. The main subject where enhancement to teaching quality is due is science. Here, teaching has its strengths though improved planning to show who learns what and how well is required to ensure the systematic development of skills and knowledge. Teachers are well informed and knowledgeable about science and the teaching methods used are

⁴ A place in the playground where pupils can go if they have no one to play with. Older pupils wait at the stop to make friends with those who need support in this way.

good, but school managers accept that adjustment is required to ensure progress in science matches that in the best subjects in school. So, improvements to planning and a tighter focus on scientific investigation and problem solving in order to sharpen skills are planned for the future. There is every potential that these improvements will be introduced successfully.

25. Significant strengths of teaching are the levels of subject knowledge and confidence, the management of pupils, which is excellent in some lessons, and the use of resources. The contribution made by learning support assistants is very good and pupils benefit much from the help given in this way. Homework is well planned, the amount set is well judged and it makes a good contribution to learning.
26. The strengths of teaching are mirrored in pupils' learning. As identified earlier in this report (paragraph 17) pupils are mature and sensible learners who listen quietly and courteously to their teachers and this may mean they appear to be passive learners on first sight. The reverse is in fact true. The pupils are very interested in their work and levels of concentration are good. They work hard in lessons and the work produced is complete, often lengthy and usually well presented. Lessons are characterised by a good working atmosphere where the excellent quality of relationships makes a strong contribution to collaborative and independent learning.
27. Because teachers share things to be learned with pupils at the start of their lessons and review them at the session end, pupils have good personal knowledge of how well they are learning. Some teachers are adept at giving pupils opportunities to evaluate their own work and to suggest ways to improve it. This was observed in design and technology and music lessons for example. However, this practice could be more widespread. Where it takes place, the pupils develop very good initiative and have a keen sense of their personal targets for improvement.
28. All groups of pupils learn as effectively as each other. As the standards section shows, the different attainment groups are taught equally well. Work for higher attainers is taxing and advances the skills, knowledge and understanding of these pupils well. Pupils with special educational needs are mainly taught within the classroom, rather than by means of withdrawal from lessons. Teachers effectively plan different levels of work for the broad ability range in their classes and groups and in literacy lessons, for example, provision and teaching is good for pupils with statements and those working with learning support. In mathematics, ability setting helps teachers match work properly to individual needs.
29. Many lessons showed very good teaching quality. Indeed the proportion of very good or excellent teaching observed was well above what is typically observed in primary school inspections. As in standards, the school is working very successfully towards high calibre teaching and learning and recent innovations demonstrate that there is very good potential to reach the gold standard. The Year 5 class working in ICT to control the sequence of lights and sounds at a pelican crossing represent all that is best in teaching and learning in school. In this lesson the teacher made outstanding use of the resources as he demonstrated how to write a *macro* program to control the time interval for flashing amber lights in the sequence. The pupils then explored the software to piece together their own macros and present them in a sensible sequence to show the workings of the crossing. They programmed in a delay following the pressing of the pedestrian button and ensured that there was time enough for slower people to cross the road. There was a palpable sense of achievement when the program was demonstrated to other pupils. The pupils left the ICT suite wishing to return speedily to improve their work and take it on further.

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

30. In 1997, the curriculum was judged to be broad and balanced and there were particular strengths in the provision for children under five. The key issues focused on the need to ensure the consistent and systematic development of skills and knowledge and in monitoring the curriculum for effective coverage. The school has worked well to improve all aspects of its curriculum and today it is broad and balanced and fully inclusive for all the pupils, whatever their gender, age or ability. All National Curriculum subjects are taught and a revised scheme for religious education based on the Dudley scheme is in place. The richness of the curriculum results from the excellence of leadership and teaching professionalism in the school. The curriculum in the nursery

and reception classes is firmly matched to the Foundation Stage requirements for the age group and is a particular strength of the school.

31. The youngest children in FLY make good progress across the six areas of learning, and the introduction of an effective learning programme has helped them to work independently. Speaking and listening develop particularly well as a result of carefully planned language activities.
32. The literacy and numeracy strategies are well implemented and are combined with careful tracking of pupils' progress and achievements to drive up attainment. Setting in mathematics gives good opportunities for pupils of different abilities to achieve well. Teachers plan and teach English and mathematics very effectively, and pupils' attainments are above average throughout the school as a result.
33. Pupils are offered a very good range of learning opportunities in all subjects, although there are improvements scheduled to improve the way that the school tackles the development of science skills. Although pupils are offered a good range of scientific experiences, there is a need to implement a clear structure for developing their skills as young scientists through the school. Art and design and music are particular strengths because the quality and range of learning opportunities are very good and the experiences with resident artists and visiting musicians provide excellent enrichment. The exciting and imaginative work in art and design has resulted in an *Artsmark* Gold Award from the Arts Council of England. The collaboration with a local special school has most successfully developed Year 6 pupils' attitudes to learning difficulties and physical disability – part of the subject's excellent contribution to pupils' social development. Geography and history offer a very good range of learning opportunities. ICT is a particular subject strength of the school, with richness and breadth in the curriculum, and opportunities to use a wide range of ICT skills across all subjects. Residential visits in Years 5 and 6 contribute to a strong physical education curriculum. There is a good range of learning in religious education, including that of other faiths, which contributes effectively to pupils' personal development.
34. The school has very good links with other schools, including the secondary school where most of the pupils will go. Its long-standing links with a local special school are exceptional, and pupils from both schools benefit greatly from the successful collaboration. Links with the community are very strong, and involve a wealth of community activities, from a talk to Year 4 about an Indian village to a baptism in school. The curriculum is enhanced by visits to the local church, *Thinktank* at the Birmingham Science Museum, Wyre Forest and Llangollen among many others.
35. The school supports pupils with special educational needs well. They keep up successfully with their classmates, and are not excluded from the opportunities offered to others because this is an inclusive school. All pupils with special educational needs work within the classroom and have full access to all lessons. In literacy, guided group work time is used to target support for pupils with special needs. This is working well generally though the targets on the individual education plans are sometimes too vague. The school is developing the use of computer software to help improve standards amongst pupils with special needs and the lower attainers. This is as yet, in its infancy and the school has good plans to check how effectively it works. It is already providing help at an individual level for pupils in junior classes. Extra literacy and additional literacy classes have been beneficial for targeted groups in Year 1 and 3. The highest achieving pupils are well catered for through extension activities, especially in mathematics and the *high achievers' lunchtime science club*.
36. Provision for pupils' personal development is very good. The cultural development of pupils is excellent. Spiritual, moral and social provision is very well fostered. Pupils are reflective of the experiences they meet and enjoy a wealth of creative experiences through, art, drama, history, dance and music. This quality of provision has a very positive impact on pupils' attitudes and relationships, which are excellent.
37. Provision for spiritual development is very good. This is an improvement since the previous inspection. Assemblies contribute very well to pupils' spiritual development. Music, hymns, prayers and lit candles create an atmosphere for reflection as do quiet areas within the school grounds. The school follows an excellent programme for developing spiritual qualities, with themes such as *learning to be still*, *special moments* and *appreciate your world*, which are followed in assemblies, discussion times and religious education lessons. Many opportunities are provided for pupils to

reflect on their own beliefs. As a result pupils feel able to express their feelings creatively around intangible and mysterious issues such as death and the soul, as one girl wrote in a poem: “*let no one take your dreams, follow your soul, follow your heart, that is the time when you feel.*” The school’s rich curriculum also contributes to the pupils’ spiritual development. Younger children experience many special moments of delight and wonder, for example, when using a parachute for physical education, or sprinkling glitter on their paintings. Older pupils have the opportunity to develop empathy, concern and compassion within the history curriculum when considering the lives of children who were evacuated and children who were oppressed, like Anne Frank. The pupils’ expressive and creative talents are very well developed through its creative arts programme.

38. Pupils’ moral development is very well promoted. Parents think that the school helps their child to become mature and responsible and this is borne out by the inspection. Teaching and support staff give clear moral direction and provide very good role models. Every class has its own agreed set of rules. Most pupils respond well to the schools behaviour and reward system and as a result behaviour is excellent. Pupils are encouraged to consider the needs of those that are less fortunate than themselves around the world and in Britain and they support many charities throughout the year, including the local hospice, and national organisations.
39. Provision for pupils’ social development within school is very good. Parents think this is a strength and they are right. The schools approach is inclusive and values the contribution of all pupils. Personal development is very well delivered in the Foundation Stage, with effective routines that help children settle in, work and play together. Within classes, staff provide very good opportunities for pupils to work together in groups, form effective relationships and make shared decisions about their work. Some opportunities are provided for pupils to develop their personal initiative in their learning and the school is further developing this. Older pupils also take responsibility for organising many of the fund raising events. The school council has its own notice board and house captains meet with staff to discuss areas they want to develop. The house captains also lead an assembly each term; those observed were very well delivered. The school also provides opportunities for older pupils to further develop their independence skills. These include annual residential experiences for older pupils, together with many trips and events within the community.
40. Provision for cultural development is excellent. Pupils learn about British, European and non-European cultures through an exciting and vibrant curriculum, both within the school and through its excellent out of class provision. There is an extensive range of visits that support most areas of the curriculum. Places like Hartlebury Castle Museum bring history to life. Theatre trips and work with poets and participation in dance festivals widen pupils’ appreciation. The school also participates in many national and local events including National Poetry Day, Going Green – Environmental Awareness Day and World Book Day, all of which enrich their appreciation of wider events outside of school.
41. The school has an excellent and well-established tradition of developing both pupils’ cultural appreciation and creative talents and interests. The art and design curriculum is a strength of the school; on many occasions pupils have worked with a range of male and female artists on arts projects. This approach has been taken a stage further through the development of a creative arts programme, which brings together many aspects of music, arts, dance and drama. Focus weeks for the school’s *Fantasy Jubilee* celebrations continue the tradition of providing a range of high calibre artists, musicians, poets and dancers.
42. The school’s programme for preparing pupils for life in contemporary Britain is well developed. Pupils’ awareness, respect and appreciation of cultural diversity are promoted through the school’s positive attitudes and values and through the curriculum provided. It is particularly well developed in art and design, music and religious education. The range of books and resources, including role-play equipment for younger pupils, is good, with some positive displays and images around the school. Special days such as the *Caribbean workshops* and *Music around the world*, together with participation in African drumming sessions and Indian dance, widen pupils’ appreciation of cultural diversity both in Britain and around the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The Glynne Primary School's governors and staff look after their pupils very well. Pupils and parents agree that this is the case. The school is a secure and safe place, which is kept very clean and tidy. There is no graffiti. Great attention is paid to health and safety and there are regular inspections of the whole site. Risk assessment procedures are good. There are at least three qualified first aiders on site during the school day. Accident and incident records are detailed and up to date. Child protection procedures are very good and involve all the appropriate local authorities. All staff have had appropriate training.
44. Arrangements for monitoring attendance are good. Since the beginning of the current school year they have been based on the local authority's computer based system. Glynne's attendance rates are very good but the school nevertheless works hard to improve it still further. It tries to discourage term-time holidays, deals promptly with the occasional problems, which do arise, and seeks help from the local education welfare officer.
45. The whole school approach to discipline and bullying is excellent. In every class and around the corridors there are posters and signs, which remind pupils of what is expected of them. Teachers and support staff work together to create calm and orderly conditions in which they can concentrate on teaching and their pupils can get on with learning and playing. The result is that discipline in class is excellent, with any minor behaviour problems which do arise, being dealt with promptly, firmly and kindly. No time is wasted and lessons proceed according to plan. Staff also take the issue of race awareness very seriously and ensure that any instances of racial harassment are quashed immediately. The school is a very tolerant and racially harmonious community.
46. Teachers and non-teaching staff know their pupils very well. They are aware of their pupils' learning and personal needs and always encourage them to do their best. They use a range of teaching techniques to ensure that everyone, including those with severe educational needs, get the most out of lessons. A typical example of this was a Year 2 science lesson involving a series of complicated experiments with water and containers being successfully carried out by everyone without any problems or mess arising. In another example, a pupil with severe communication and behavioural problems was able to make a good contribution to an English lesson.
47. All staff are very aware of the positive effects which praise and friendly competition have on their pupils' motivation. There is therefore a comprehensive system of house points, stickers and certificates that recognises and celebrate achievement in all aspects of school life. Outstanding achievements are recognised in the regular awards assemblies.
48. The Glynne School's approach to assessment was criticised by the previous inspection team because "*the use of quantitative data to monitor pupils' attainment and progress was not well established*". Since then the school has made major strides forward and the assessment systems which are now in place are satisfactory overall. Progress in assessment and monitoring has been greatest in English and mathematics where the systems, which the school has developed, are a model of good practice. Pupils are assessed three times per year using a mixture of in-school assessments and SATs. The results are used to track progress and then set targets for year groups and individual pupils. The individual targets are shared and agreed with pupils and their parents. The targets are also used to inform the design of lessons and to organise support for individual pupils.
49. The data, which assessment provides, is used effectively to track group and individuals' progress and, at a more strategic level, to provide information, which is used to update the school's development plan. The headteacher and senior management team recognises that the assessment system, which they have devised, is the key to improving standards across the curriculum. Plans are therefore already in hand to use it to monitor pupils' achievements in science and eventually to introduce it across the curriculum. For the moment, pupils' progress in the rest of the curriculum is monitored using a variety of teacher-based assessments including marking, observation, project work and worksheets. Information and communication technology, for example, uses a system of checklists. A general assessment of each pupil's progress in history, geography, religious education, physical education, art and design, design and technology, music, is made twice per year. The results of these assessments are used to assist the planning of lessons and use of resources but this could be more consistent.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents are very keen to send their children to school. They believe that it is very good, caring community which is helping their children, whatever their abilities, to learn and mature. They have confidence in the headteacher and the rest of the staff with 97% of the parents who completed the pre-inspection questionnaire believing that the school is well led and managed. There is a home school agreement which all parents support.
51. The governors' annual report to parents and the prospectus are well produced and are full of information about the way that the school is organised and run. Newsletters, notice boards and a variety of letters home keep parents in close touch with day to day events. A system of *drop in* sessions and special meetings prepare new parents and pupils for life in nursery and reception classes.
52. Parents are kept in touch with their pupils' progress and targets through termly meetings with class teachers. Their children also attend these meetings so that they can contribute to target setting and help plan for the future. The previous inspection criticised the content and quality of end of year reports. Since then, there have been major improvements and the latest versions, developed after extensive consultation with parents, contain very good information, which sits alongside the targets agreed at the three way parent, pupil, teacher meetings, about progress. A detailed academic report is sent out before the spring term meeting and a more general report, which includes results of the school's and national assessments, will go out in July. The parents of pupils with special educational needs are kept fully informed of their children's progress and are involved in regular reviews of education plans.
53. Everyone at school believes that one of the keys to the school's success is the quality of the partnership between the school and its pupils' parents. Typical of the innovative ways that the school involves parents in their children's education are the open evenings, when pupils bring their parents into school to look at their work without their class teacher being there and parents book appointments for interviews with a teacher the following week.
54. Homework is a part of every day life in school and many parents support their children's attempts to learn at home. A feature, for example, of many older children's work is the excellent research and project based work which they produce on their own computers. The school, however, is concerned that, in spite of regular reminders, too many parents of younger pupils do not regularly listen to their children read.
55. Some parents are keen to develop the skills they need in order to help children learn. Twenty recently have participated in a literacy course for early years' pupils. Courses, run in conjunction with Stourbridge College, which lead to a classroom assistant's qualification, are always well supported.
56. Many parents contribute to the day-to-day running of the school. Three are employed as support staff and around ten volunteers come into school every day to hear children read and help out in classes. Many other parents and people from the local community help out with one-off events and there is never a shortage of volunteers to help look after pupils on trips. A parents' committee now runs a toddlers' club, which was originally set up by the school. A committee of parents currently is working with the school to reinstate the before and after school clubs which were run by a private contractor for some years until they were forced to close in April 2002.
57. There is a very active parent teachers association, which organises a wide range of fund raising and social events. An example of the latter is the activity nights when pupils return to school to "ride their bikes, use their roller boots, play with their remote control cars or just play". In the last five years, for example it has raised more than £21,000 for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership of the headteacher is outstanding. She has a clear vision of the future development of the school, and commitment to its continuing improvement. She is supported by a

very strong senior management team, which is working with her to achieve the best possible teaching and learning throughout the school. They all share their teaching and management skills effectively.

59. The headteacher and senior management team provide very clear educational direction. They set and support clear objectives for staff and pupils and constantly monitor their effects. The deputy headteacher has an informed, perceptive and accurate view of everything that takes place in the school. He and the leaders of infant and junior phases have an active teaching role that is an essential part of their drive to raise standards. The school has an excellent policy for the induction and support of staff including supply staff, student teachers and graduates in training. It has confirmed its commitment to teacher training through the professional and financial support of a graduate student, and reaped the benefits. Every new staff member is made aware of the school's philosophy and the paramount importance of pupils' welfare.
60. Subject leaders are well informed and knowledgeable about their subjects. They use their monitoring opportunities to check on pupils' progress. They develop practical and effective teaching plans that are growing, changing documents. Pupil progress is regularly assessed in English and mathematics, and achievements are used to plan future teaching. Pupils throughout the school are learning effectively in these subjects because effective systems are used to track their progress. Their use is to be extended to the rest of the curriculum. As a result of the efforts of subject leaders, the whole curriculum is rich, relevant and rewarding. Managers have firm plans to further involve subject leaders in the continuing quest to drive up standards.
61. Pupils with special educational needs are well provided for, with manageable targets and strong support from teachers and learning assistants. As a result, these pupils are actively involved in, and able to contribute to, all class activities. Further sharpening of their personal targets will enhance their achievements. The school is well on its way to implementing the new code of practice for special educational needs and the special educational needs coordinator has a well managed file, with reviews, links with parents and outside experts well established. She has established clear guidance for teachers and support staff that has resulted in shared understanding of planning and evaluation of what has been achieved.
62. The governing body is supportive and influential in ensuring that improvements are made and maintained. Governors show increasing awareness of the critical issues that surround the evaluation of school performance. They are working well to ensure that the school sustains the principles of best value in its work by making the necessary comparisons to ensure that the school is competitive in what it does. Governors also make sure that all the necessary information is published and that the school meets its statutory duties. The governing body is growing in strength and influence and is very much part of the school team with the pupils at its heart.
63. The school has very good procedures for monitoring performance in English and mathematics. These are being extended to other subjects. Tracking pupil performance was an issue at the last inspection and has been energetically and effectively tackled. Whole school training has had a significant impact on how teachers record their pupils' performance and how they plan their future teaching. Assessment opportunities are written into lesson plans. Teachers compare pupils' work with each other to ensure a consistent approach across each age range and across the school. Pupils are encouraged to contribute to planning and to reflect on their own learning. Targets are shared and agreed with pupils and parents and information technology is usefully applied to record progress. The senior managers regularly review the pupil tracking and lesson plans. Existing targets are being refined to make them even more accurate as pointers to the progress of each individual. Parents rightly feel well informed and involved. The headteacher has shared the school's good practice in target setting with other local schools by invitation. Subject leaders are insufficiently involved in target setting at present. With their greater engagement, the school's target setting and tracking will be further refined.
64. The school gives good value for money. The finance available to the school is managed very well. Substantial investments – like the link between the school buildings – are very carefully planned with educational objectives in mind. The school budget went temporarily into deficit for this project as a result of deadlines for payment. A specific fund for standards has been well used to increase the confidence and professionalism of the teaching staff. The governors are careful to make comparisons when purchasing to ensure that the school gets best value for money. Additional

funding is used to drive up standards to the benefit of all the pupils. For example, additional learning assistants have been recruited and effectively deployed in classrooms.

65. The school buildings and grounds offer excellent accommodation and are very well maintained. The new link has greatly enhanced their use and given the buildings unity. The quiet playground and sculpture areas are appreciated and carefully used by pupils. Classrooms and public areas are beautifully decorated with pupils' work and stimulating displays. The school is well staffed, and the teachers' skills are a good match to curriculum demands. The teachers are well informed and knowledgeable. Every member of staff, teaching or non-teaching, is committed to the success of the school and the welfare of its pupils. They combine experience and professionalism with an openness to new ideas and a desire to strive for further improvement. Staff are well deployed to meet the school's targets, armed with clear aims and measurable criteria of success. Learning support staff are well prepared and involved in pupils' learning, although do not always have a strong enough role at the start of lessons. The school is well resourced to deliver the curriculum. Subject leaders have ensured well-chosen and accessible resources for all subjects. In addition to the computer suite, pupils and teachers have access to classroom computers.
66. Glynne Primary is a school that is *going for gold*. It has a unity of purpose and a clear-eyed vision of its potential, and the commitment and dedication of everyone on its staff is aimed at its pupils achieving excellence in every way.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. This is a school of very many qualities. The headteacher does an excellent job of motivating and leading the whole school community. She has also ensured that all staff give their best in the interests of the pupils. There is clear focus on the raising of standards and very firm commitment to the development of the pupils as pleasant people. School managers recognise that there are a few aspects for further enhancement, but the will, energy and potential for improvement is in place. The school has a very bright future and is very well placed to answer successfully the following two key issues:

1. continue to raise standards in science by

- ensuring that there is a progressive development of skills and knowledge as pupils move through the school

(See paragraphs 4, 24, 33, 49 and 120 – 127);

2. enhance the procedures for checking that teaching, learning, standards and progress are at optimum levels by

- developing assessment procedures in all subjects that are as effective as those in English and mathematics;
- widening the involvement of all subject leaders in monitoring and evaluating standards, progress, teaching and learning in all classes

(See paragraphs 4, 8, 23, 48-49, 114, 116, 139, 147, 168, 184 and 193).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	113
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	9	31	60	13	0	0	0
Percentage	8	27	53	12	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.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	440
Number of full-time pupils eligible for free school meals	-	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	79

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.5

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	35	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	26	29
	Girls	35	35	35
	Total	64	61	64
Percentage of pupils at NC level 2 or above	School	98 (82)	94 (90)	98 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	27	25
	Girls	35	34	32
	Total	64	61	57
Percentage of pupils at NC level 2 or above	School	98 (84)	94 (94)	88 (84)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	39	70

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	25
	Girls	34	26	33
	Total	57	50	58
Percentage of pupils at NC level 4 or above	School	81 (92)	71 (92)	83 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	24	25
	Girls	28	28	31
	Total	50	52	56
Percentage of pupils at NC level 4 or above	School	71 (88)	74 (92)	80 (95)
	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	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	3
Bangladeshi	0
Chinese	0
White	482
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	19.0
Number of pupils per qualified teacher	23.0
Average class size	31.6

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	255

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	30
Total number of education support staff	1.0
Total aggregate hours worked per week	20.0
Number of pupils per FTE adult	15

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
	£
Total income	883 854
Total expenditure	930 485
Expenditure per pupil	1 839
Balance brought forward from previous year	62 466
Balance carried forward to next year	15 835

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	500
Number of questionnaires returned	152

Responses (percentage of answers in each category):

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	57	40	1	1	0
My child is making good progress in school	48	42	8	1	1
Behaviour in the school is good	51	47	1	0	1
My child gets the right amount of work to do at home	24	53	16	3	4
The teaching is good	44	51	2	0	3
I am kept well informed about how my child is getting on	38	47	13	1	1
I would feel comfortable about approaching the school with questions or a problem	59	38	2	1	1
The school expects my child to work hard and achieve his or her best	67	29	1	1	2
The school works closely with parents	34	55	7	1	3
The school is well led and managed	44	51	1	1	3
The school is helping my child become mature and responsible	44	53	2	0	1
The school provides an interesting range of activities outside lessons	27	46	11	1	14

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. Provision for children in the Foundation Stage is strength of the school, as it was at the time of the previous inspection. The unit for children of this age is called the Foundation Learning Years, or FLY. Nursery and reception children really do get off to a *flying* start to their education because they are well taught in a welcoming learning environment and provided with an imaginative and interesting curriculum. The teachers and learning support assistants plan and work very well together as a team and provide a calm purposeful learning environment. They have high expectations and an excellent understanding of the needs of Foundation Stage children. Children are therefore happy, work hard and as a result all children, including those who are identified as having special needs, make good progress, with some children making very good progress.
71. All nursery children have either a morning or afternoon session before receiving full time education from the September or January of the academic year in which they become five. There are currently 60 nursery age children and 60 reception age children. The Foundation Stage is very well organised into the Foundation Learning Years (FLY) unit, with planned times when nursery and reception children are taught both separately and together. There also times each week when both the nursery children and reception children are taught in ability groups for literacy and numeracy work. These flexible strategies are really effective as the work is so closely matched to their learning needs.
72. The admission arrangements are effective and ensure children settle easily. There are good links with the playgroup who have a weekly session within the school. Parents are made to feel welcome and many make an invaluable contribution to the children's learning, for example, by making story sacks and by helping on a regular basis within FLY. Parents are happy with the information they receive.
73. Staff assess the learning needs of the nursery children when they join the unit. They use information provided by parents and their own detailed assessments. The authority baseline assessments undertaken when the children are five years old show that the majority of children start in their reception year achieving broadly as expected in the areas of learning and above in their speaking and listening skills. The staff make very good use of the assessments to take the children's learning forward. Because of the high quality of teaching, which is never less than good, often very good and sometimes excellent, many children are now on course to exceed their targets in each area of learning by the end of the Foundation Stage.
74. There have been a number of improvements since the previous inspection. The Foundation Stage curriculum has been introduced and also a programme which helps children to work independently. The Foundation Stage is very well led and managed by a job share team who meet regularly with all Foundation Stage staff. There are very good resources indoors, and a large attractive and secure outside area.

Personal, social and emotional development

75. Staff help the nursery children settle in very quickly. The job share staff plan and deliver the good quality curriculum in a similar way, which helps the children learn with confidence. The staff have a range of successful strategies to help children develop their independence. The use of family groups, with nursery and reception age children mixed together, is very effective as it provides younger children with role models of what is expected as soon as they start in nursery. Well-established routines such as registration and juice times help to build up the confidence of younger children. While some nursery children join FLY with the expected level of social development for their age, some are below. By the time they reach reception age, many of the older children are above, with most of the younger children in line with the level expected.
76. Most children enjoy their learning and are confident and friendly. The nursery and reception children work well in small groups and alongside each other. Care is taken to include all children in lessons and to make sure no children are isolated or lonely. There are excellent relationships

between the staff and children and between the children and each other. The staff make sure the children understand what behaviour is expected. They use lots of praise, which the children respond to very well. Most children enjoy learning, behave very well and work hard. A few young children in the afternoon, who find it more difficult to concentrate when sitting on the carpet, are encouraged to stay on task. The children identified with emotional and language needs are well supported.

77. The recently introduced *Highscope* approach is developing well and children are learning to make choices, plan some of their time and to review what they have learnt. The staff have high expectations of the children who respond well. Most tidy away their work and any equipment, without being asked and have well-developed personal self-help skills. Staff prepare reception children well for joining Year 1. They play with infant children at break and dinner times and towards the end of the year are organised into their teaching groups ready for Year 1. Most reception children will leave with levels of personal and social development above that expected, because these are very well promoted throughout FLY. Teaching is very good and the younger children who have less time in FLY make particularly good progress.

Communication, Language and literacy

78. While most nursery children join FLY with the expected levels for their age, many are below in their reading and writing skills. By reception age, the baseline shows that the majority of children have speaking and listening skills above that expected. The majority have satisfactory reading and writing skills although there is a large minority of children with skills below those expected.
79. A strength of teaching is the time all staff give to promoting children's speaking and listening skills. As a result many children develop very good listening skills and are keen to answer questions. The attractive and spacious role-play areas are used well to promote language use. Books and story sacks are used regularly to encourage discussion. In an excellent session, a story sack based on *Kipper* was used by a group of children with obvious pleasure and delight as they took turns to act out the story and talk about the characters.
80. The reading areas are attractive and spacious, with a range of good quality books, however, while children often use the reading train, fewer children chose the reading areas when they have free choice times. Most children handle books with care because they are taught to look after books. Children enjoy reading and most talk about their books with obvious interest and pleasure. A large number of more able children have a sight vocabulary of over 40 words and read fluently.
81. From nursery onwards a range of attractive resources is used formally and through play experiences to help children to identify sounds and make words. The staff have developed a daily programme for reception children called "fun phonics and reading skills" which the children really enjoy. The two nursery nurses are used well in these daily sessions and the children make very good progress.
82. Handwriting skills are regularly reinforced informally with nursery age children as part of their topic work. For example, after listening to the story *Rainbow fish* children could choose to trace, paint and form the letter *f* in sand. By reception most children can write their name neatly and independently. A more formal programme takes place for letter formation in the summer term. However, some children lack fluency with their letter formation and need more targeted support at an earlier age. Supplies of paper, pencils and crayons are readily available for children. Most children are beginning to write their own sentences with help and a large number of children write simple sentences independently.
83. Teaching is very good and as a result children make very good progress, particularly with their speaking and listening skills and aspects of their reading. Most reception children are likely to achieve above the standards expected in speaking and listening and reading with the majority on course to achieve the expected targets in writing.

Mathematical development

84. Most nursery children join FLY with the expected levels for their age, although there is a wide range of ability. Teachers have high expectations of the children and strategies such as teaching nursery children in ability sets are successful as less confident children get more practice and more able children are really moved on quickly. In a very good example of this approach more able pupils explored the properties of semi-circles and hexagons, while less confident children practised naming basic shapes and playing matching activities. These strategies pay off and by reception age, the baseline shows that the majority of children have above average ability in their ability to express themselves using mathematical language, with broadly expected skills in number awareness. The baseline assessment also shows that that children have a wide range of ability. Again the combination of mixed ability work and setting has the same effect of promoting high attainment. In lessons, questions and activities are targeted to include some very able children who have a secure knowledge of numbers to 20, while catering well for children who recognise less than ten numbers.
85. The large number of helpers are usually used well, however, there are occasions when better use could be made of their time, for example, when class teachers are introducing a session. However, staff provide an appropriate balance between number based activities, learning through play experiences and activities that promote the children's understanding of mathematical ideas and language. Teaching is very good and pupils make very good progress. The majority of reception children are likely to achieve above the standards expected with a significant minority as expected.

Knowledge and understanding of the world

86. Many nursery children join FLY with expected levels for their age, with varying degrees of knowledge of the world around them. Topics, such as colour and myself give nursery children plenty of opportunity to extend their understanding. The majority of children enter reception with expected knowledge and understanding. Topics such as the senses, home and school help reception children build up their picture of the world.
87. Trips for all the children in *FLY*, such a visit to the Safari Park stimulate interest. There are attractive investigation areas where they can explore and experiment informally, however the children do not often use the equipment provided without adult intervention.
88. The staff successfully extend the children's' knowledge of different cultures through the range of books, music and resources they provide. Staff follow the agreed religious education syllabus and reception children join school assemblies. Special events in FLY, such as the recent Caribbean day when a number of visitors talked about Jamaican music and carnivals, widen the children's appreciation of different cultures.
89. The use of ICT is well taught throughout FLY. Staff plan the use of a good range of programs on a daily basis and make timely interventions when children are using computers. As a result children have positive attitudes to using computers; most can use the mouse confidently with some assistance. Girls and boys display equally good skills and work sensibly, both independently and in pairs.
90. Teaching is consistently good and children make good progress; most are likely to achieve above the standards expected by the end of the school year.

Physical development

91. Nursery children enter with a wide range of physical development, with some above and below that expected. The nursery unit has a climbing frame and trampoline in use daily within *FLY* and they are taught to use this equipment safely and with enjoyment. Children enter reception with the appropriate physical development for their age, again with a wide range of ability. They really enjoy their physical activities because the teachers make learning fun. In two good lessons the same teacher delivered basic skills in slightly different ways to match the needs of the two different groups. FLY has a large fenced, grassed area with wheeled vehicles and a climbing frame. While there is no seating or sheltered areas, there are plans to address this.

The nursery children have an outside session daily and while reception children can choose to join the nursery children, not all reception children use the outside area on a daily basis.

92. Nursery children have many experiences of using scissors, paintbrushes and glue. The reception staff build on these skills and continue to provide opportunities to handle equipment safely and to practice their skills in cutting and sticking and painting. Girls and boys regularly use large and small construction equipment with confidence and pleasure.
93. Teaching and progress are good and most children will achieve above the level of physical development expected by the end of the school year.

Creative development

94. Staff provide nursery and reception children with a wide range of creative experiences. The staff have the correct balance between intervening and allowing children to experiment freely with paint, print and collages. They encourage both creativity and attention to detail. For example in an excellent art lesson the teachers' use of carefully thought out questions helped children to consider the different tones of red in paintings by Lowry and Monet. As a result, by the time children leave reception, many children produce work of a higher standard than might be expected in their animal patterns, portraits, and flower paintings. These lay the foundations well for the high standards achieved in the rest of the school.
95. Staff consistently develop the children's creative talents well through music, physical education and role-play sessions. Music sessions are timetabled and a music corner enables children to handle and explore instruments informally. An impressive feature is the regular use of music throughout the day while children are learning. The imaginative play areas are used well to further develop their creative development and language skills. Children enjoy these opportunities to play imaginatively.
96. Teaching is good and, as a result, most children make good progress. Most children are likely to achieve above the standards expected of five-year olds in creative development, by the end of the school year.

ENGLISH

97. The school has made good improvement to the average standards in English found in Year 2 in 1997 and is well on its way to lift the above average standards in Year 6 found then. Considerable improvements have also been made to teaching quality, which is now good overall with some very good features, rather than the satisfactory standard with some strengths found last time. The curriculum for English has been improved well and the literacy strategy is having notable success in raising standards.
98. Over time, standards in writing in the SATs for seven-year-olds have remained above those achieved nationally. Last year, in the 2001 tests, standards in reading and writing had risen to well above the national average. Pupils capable of reaching the higher levels in English were doing so. Teachers judged skills with speaking and listening to be good. In the juniors, results in the SATs for 11-year-olds were above average. However, when comparisons are made with similar schools, overall results in English could be even higher.
99. The findings of this inspection show that throughout the school, speaking and listening skills are of a high standard and contribute successfully to learning in lessons in English and in other subjects. Pupils listen attentively and explain their ideas and thoughts clearly. In both the infant and junior classes, pupils have a genuine enjoyment of reading and standards are high. Standards in writing are good. Basic skills with grammar and punctuation are taught well and used with growing consistency by pupils in their own written work. Providing a finer balance between the development of basic skills and the time to create and think through longer pieces of writing, will add to the already good quality of written work in the juniors.
100. Standards in English have improved since the previous inspection, when they were judged to be average. This is because of clear guidance from the subject leader and higher quality teaching. Reading resources, previously judged to be a shortfall, also have improved. There is now a good range of fiction and non-fiction books, and teachers make sure books are not too easy

and offer challenge for all levels of ability. The school also makes better use of computers, encouraging pupils to use their expertise with ICT to develop their reading and research skills and to produce final pieces of work.

101. The school is inclusive and works hard to provide the opportunity for all school groups to work together successfully. Work is clearly planned for pupils with statements for their special needs and so they make good progress with their learning. The extra support provided by learning support staff in literacy lessons is paying dividends. In all year groups, pupils who have difficulty with their reading and writing benefit from this targeted help, contribute well in lessons and work more confidently alongside their classmates. However, targets set for work in some special educational needs groups can be too vague; for instance, work is not precise enough to meet the needs of some pupils with specific reading and spelling difficulties. The small number of pupils from minority ethnic groups are achieving well and speak and write with confidence and growing competence. This is evident when one pupil in Year 2 sums up a story she is reading "*Well, it's about a little rubber duck who gets into boredom*".
102. There are more boys than girls in many infant classes, and by seven years of age girls attain at a higher level. This gap narrows by the end of the juniors, when there is no marked difference in attainment. Both boys and girls can be found working in a similar range of ability groups and reaching the higher levels with their reading.
103. Throughout the school, pupils' speaking skills are of a good standard. The careful way pupils listen in lessons and their competent spoken response enables teaching and learning to move on at a good pace. An example is in Year 2, when pupils listen attentively to the teacher and then talk in small groups about their research of the sea-shore. They can explain clearly the meaning of a "splash zone" and use a wider range of vocabulary than is usually found, when they describe "*the sea birds scavenging for scraps on the beach*". Talking about books with Year 6 pupils also highlights how well older pupils can add to discussions and put forward their own ideas and opinions. As one pupil states, "*Adventure stories are based on a formula: when you read mystery stories you use your own imagination more*". By the end of the junior classes, pupils are planning and performing presentations and assemblies in a confident and mature way. However, teachers' lesson plans show fewer opportunities to use drama to enhance and develop pupils' speaking and listening skills.
104. Standards in reading are good and are a strength of the school. Pupils enjoy reading and often bring their favourite stories from home to share with others. From the start of school, very good speaking skills enable pupils to explore books and bring stories to life. Younger pupils talk readily about illustrations, for instance, pointing out the creepy undertones of a forest setting for a story about a lost bear. Reading skills are taught well, with new initiatives with teaching letters and their sounds in Year 1, helping pupils to achieve good results with their reading and spelling. By Year 2, the vast majority of pupils read accurately and fluently with understanding. They begin to make choices about the books they like to read and show a developing knowledge of a range of genre, from poetry to non-fiction books about space. By the end of the infant classes, more seven-year-olds are reaching the higher levels with their reading than are found nationally. Targeted support by learning support staff and focused work in Year 1 reading groups is providing appropriate help for less capable readers.
105. By 11 years of age, pupils read in a mature, expressive way and with deeper meaning. They build upon the very good progress started in infant classes and widen their choice of author. They compare different written styles, such as "*the everyday style*" of J Wilson with the "*cliffhangers*" of R L Stine. Older boys are keen to read autobiographies, such as that of Lance Armstrong and benefit from improved access to non-fiction books. Less capable readers are reading voluntarily and enjoy finding out about "New Musical Bands" and information from skateboarding magazines. Across the school, in each year group, pupils' very good achievement and interest in reading is helping them with their learning in all subjects.
106. Writing standards are above average. There is a range and purpose for writing and time to experiment with different forms. Poetry is taught well, and draws effectively from teachers' good subject knowledge and modelling skills. Pupils are given the chance to think their ideas through and to create original work. In Year 3, for instance, words are linked with sounds: "*Splash, crash, splosh, the sea is healing the rocks*". Whilst in Year 6, pupils create amusement with their

fruit and vegetable nonsense poetry. *"Please lettuce in, my parsnips people's hair, so he can't get here, and my sister shallot's fixing a leek, far not near"*.

107. In Year 1 classes, pupils make a very good start with their written work, as they learn how to write sentences that make sense. In Year 2, a successful focus on story writing enables pupils to draw from the structure of traditional stories to develop their own settings and plots. In the junior classes, different forms of writing, such as the persuasive use of language in advertisements and the structure of discursive writing about smoking are explored successfully. Over a period of time, examples of pupils' writing show good progress with the quality of vocabulary, use of grammar and punctuation. Although a range of different spelling strategies is taught, there is not a consistent approach to teaching spelling across the school. Finer links with targets set in individual learning plans and the teaching of spelling within the classroom will help support those pupils having difficulties. In a similar way, greater clarity in teaching handwriting skills in each year group will help to raise the average standards pupils achieve.
108. Pupils' behaviour in lessons and their keenness to learn is first rate. This is helping to provide a happy and hard working atmosphere in class. All groups contribute well in lessons and value the opinions and input of others.
109. Teaching is good in English, with some examples of the highest quality being observed in both infant and junior classes. This is because teachers have good subject knowledge, expect pupils to do their best and provide the challenge in lessons, which develops enthusiasm and learning. Lessons are well managed and support from learning support staff is of a high quality and well-focused on pupils with difficulties with their reading and writing. To ensure all groups, particularly the just below average group are making the best progress possible, closer evaluation of the percentage of teacher time pupils receive in lessons and a finer match of work to meet their individual needs is needed. Teachers mark work consistently, are positive in their response and highlight the skills pupils need to improve.
110. The subject leader has the expertise and drive to provide a clear focus for the way forward. The subject is well resourced, but the junior school library could be better used as a learning resource. There is, nonetheless, good prospect of continued improvement in English because all staff are determined to bring the best to their pupils.

MATHEMATICS

111. In 1997 standards in mathematics were average at the end of both Years 2 and 6. Pupils made satisfactory, if at times uneven progress, which was due to an element of unsatisfactory practice within an overall picture of satisfactory teaching. The school has made good progress with improvement since the previous inspection although the 2001 SATs results were disappointing at the end of Year 6. Last year, the oldest pupils in school reached average levels of attainment but these were below average when compared to similar schools. Twelve pupils (about a fifth of the total) had been the focus of additional support in order to boost their results. However, all fell short by a few marks; in the case of five of these pupils, the expected level 4 was missed by a point or two. Compared to recent years, standards in Year 6 mathematics SATs were at their lowest last year. Results at the end of Year 2 were well above average altogether and the pupils in that year group achieved particularly well.
112. The current Year 6 pupils are attaining at a higher level than the same age group did last year. Standards are above average in mathematics at the end of the infant and junior years and there is a large proportion of pupils working at above average levels in all year groups. There are some very capable mathematicians in school and there has been a positive history of achievement at the higher levels in the SATs at the end of Years 2 and 6. There have been a few pupils who have risen to the heights of level 6 in mathematics at the age of 11, a comparatively rare event. Year 2 pupils continue to do well in mathematics and overall standards bear favourable comparison with those in other schools.
113. The key reason for the improvement in standards in the past year has been the overwhelming expectation that all pupils will succeed at optimum levels. The shared sense of commitment amongst the staff is very strong and teachers and support staff work very hard and successfully

to spur their pupils to improved performance. At the same time, school managers have refined the target setting and tracking process to ensure that the achievement of each pupil is logged and evaluated systematically as they work through the school. Thus, all staff have very good insights into the strengths and weaknesses of pupils' individual achievement and so, the support provided is tailored closely to personal need. Whilst standards this year are an improvement over those in 2001, the school is not complacent and is working to ensure that those in earlier years achieve even higher results when their turn comes to take their SATs. There is shared agreement that standards in mathematics must return to the pinnacle of previous years.

114. Throughout the school, pupils make good progress because the quality of teaching is also good. Several lessons observed showed very good teaching quality and one, teaching that was excellent. There is clearly very good potential for the school to build on these strengths and the enhanced monitoring and evaluation of teaching to be introduced in September next should assist the process of identification and sharing of strengths in teaching so that the quality can be universally very good. Because teaching quality has already been improved and consolidated well, the school has much very good practice to build on.
115. There are a number of strengths of learning that are the result of good teaching. Pupils build knowledge, skills and understanding at good rates because teachers have good subject knowledge, teach basic skills of numeracy very well and ensure that the pace of teaching and learning is brisk. During the inspection, there was more work done against the clock in mathematics than the team has seen for a long time. Lessons are productive sessions where pupils work hard. Again, this is due to teachers' efforts to make the work involving, interesting and motivating. Levels of concentration and enthusiasm are good and pupils accept responsibility well and work independently when needed. However, in one or two lessons teachers asked questions that directed the development of the theme at the expense of giving pupils the opportunity to contribute their own ideas. The pupils are clearly capable of detailed discussion about their mathematics and most have few difficulties in explaining their thoughts.
116. One aspect of teaching has been improved significantly in recent months. This concerns the way that teachers share the lesson objectives with pupils and how they keep them informed of their progress during lessons. Whilst improvements to the consistency of this practice can still be made, the overall quality of ongoing assessment is good and pupils have firm knowledge of their own progress.
117. Learning is equally good for all groups of pupils. Despite the trends in SATs results that show relative underachievement of the boys in Year 2 but an acceleration of their learning through the junior years, inspectors detected no significant difference in the rate of progress made by boys and girls. The setting system for mathematics in use in all years successfully promotes similar rates of learning amongst higher, middle and lower attaining pupils. Occasionally, teachers are not as explicit in planning about their expectations of middle attaining pupils but on the whole there is good challenge in the work for all, including pupils with special educational needs. Unlike English, there is no targeted additional support in mathematics for these pupils but teachers have good awareness of the needs of pupils with special educational needs and they make good provision for them.
118. The curriculum for mathematics is very well planned and the balance between basic skills of numeracy and work in mathematical problem solving and investigation is good. This enables pupils to develop well as all-round mathematicians who calculate problems speedily, have a number of ways of solving problems and whose understanding is good. The mathematics subject leader is a most successful manager and has ensured that innovations have been systematically developed throughout the school. She has very good awareness of the strengths and weaknesses of the subject and firm and sensible plans for improvement. She has introduced a good system of assessment and has ensured that the data produced by this is used effectively in planning and increasingly used to set targets for individual achievement. The subject leader has an advantage over some of her colleagues in that she has had opportunity to observe the teaching of mathematics in other classrooms and this has improved her knowledge of performance in the subject very effectively.
119. The best teaching and learning in school is exemplified by a Year 5 lesson on reflective symmetry, though there are other lessons that stand good comparison. In this lesson, the

teacher made excellent use of the interactive whiteboard⁵ to help the pupils construct mirror images of shapes. The work was matched well to the three distinct attainment groups within this top set. The very highest attainers were given the task of transforming complicated images through two mirrors set at right angles to each other. The middle attainers did the same using one mirror (though neither group actually used, or needed a mirror) and the lower attainers worked with ruler and pencil to plot the translated points using perpendicular lines and measured distances to help them ensure accurate drawing. The pupils were enthused to the task by the outstanding degree of challenge, lively demonstration and collaborative ethos that pervaded the lesson. All the pupils were working at level 4 and the nine top achievers were close to level 5. It is this sort of lesson that stands the school in very good stead to make improvement in the future.

SCIENCE

120. The teaching of science has improved overall since the last report and whilst there has been some variation in the SATs, overall standards in science have been sustained in line with the national average.
121. Science has a high profile throughout the school and its development features strongly in the school improvement plan. Pupils of all ages observe, explore and ask questions about living things, materials and physical processes. The progress made by pupils who find science difficult is very good, but more able pupils could be extended more. In general, pupils attain the standards expected for their ages in their knowledge and understanding. Their learning does not yet reflect the standards they achieve in English and mathematics, and there is potential for improvement. In particular, pupils' skills in science do not progress evenly as they move through the school so that they can develop completely as enquiring young scientists. The school is already taking action to develop this area. An improved system for planning science activities more closely based on pupils' previous experience and understanding should help.
122. Pupils' results in SATs in science have not been as strong in general as those in English and mathematics, and standards by age 11 are average in science. Teaching of science is good and sometime very good, and better planning – already being implemented - of who learns what and when will help avoid gaps and overlaps in pupils' learning. Teachers are well informed and knowledgeable. They manage pupil groups and practical activities with confidence and skill. Additional adults in the classrooms, teaching and non-teaching, are well briefed and used to support different ability groups and ask appropriate questions. Pupils behave exceptionally well in practical science lessons, and science lessons contribute to their social and cultural development. There are sound recognised policies for drugs and sex education.
123. Pupils' science experiences begin with rich practical activities in the Early Years. Infant pupils are well taught. They group materials by their characteristics and practically explore how to construct an electrical circuit. They investigate the effects of changing conditions on plant growth, suggest and investigate ways of blocking light and explore the way that balls roll down ramps. Attractive displays in every room highlight current science topics. Pupils use language well to describe their discoveries. More challenging questions, better focused tasks and more constructive marking would extend more able infant pupils. Some teachers use their own prepared frameworks for pupils to record results; these are more challenging than commercial task sheets. Infant pupils enjoy science, but they seldom have the opportunity to ask and answer their own questions. They handle equipment very responsibly and well and share and collaborate with enthusiasm and maturity. Young pupils need more targeted teaching on the best use of unfamiliar scientific equipment like bulbs and batteries. Infant pupils are learning what is expected, but the combination of good teaching and very good pupil attitudes and behaviour should lead to even higher standards, especially in enquiring, investigating and answering questions.
124. Junior pupils attain average standards in science, and some very able older junior pupils demonstrate exceptional knowledge and enthusiasm for science. Teaching of science is good

⁵ This is a whiteboard linked to a computer and projector that enables the result of keyboard and mouse functions to be magnified greatly and the teacher and pupils to control the computer with a stylus that is traced across the board.

throughout the junior years. The teachers are well informed and enjoy teaching the subject. Junior pupils could be challenged with the opportunity to ask and answer their own questions more often.

125. Year 3 pupils grow plants in different conditions and can give the reasons for poor plant growth. They choose their own methods of recording their discoveries, from annotated cartoons to graphical maps of ideas. Year 4 pupils recognise the similarities and differences between habitats in the school and the plants and animals living there. They use a computer database confidently to sort living things, applying their scientific knowledge. They practically enquire into electrical conductors, thermal insulators, solutions and the forces on parachutes and sliding objects. The extensive teaching and practice of science skills in Year 4 gives these pupils a good grounding for further investigation and exploration. In Year 5, pupils investigate the weight of gases and the process of evaporation using scientific vocabulary with accuracy. They can understand and explain the Moon's orbit and why it appears to change shape. Year 4 wrote poems following a visit to the *Thinktank* at Birmingham Science Museum. In a practical lesson, pupils explored and recorded the structure of a flower. Desk flags reminded them of essential vocabulary. They knew how to plan a fair test. A pair was well supported and questioned in the use of a computer-controlled microscope to magnify flower parts. Year 6 pupils enjoyed a day visit to *Thinktank*, and were very well briefed to record their experiences effectively in a wide range of ways including visit guides for young pupils and visitors with hearing or sight impairments. Their independence and confidence in tackling these tasks, especially preparing PowerPoint computer presentations, was outstanding. They fed back progress reports confidently and concisely.
126. High attaining Year 6 pupils understand complex ideas about balanced forces and can draw accurate circuit diagrams. Their work is often above national expectations, except in science skills like constructing and interpreting graphs. They use scientific vocabulary with confidence, writing accurate glossaries of scientific terms. An able group of young scientists meets weekly out of school time to extend their science learning. Lower attaining pupils can make generalisations like "*the lower the Sun, the longer the shadow*", but have difficulty in understanding challenging work on gravity. Teacher marking encourages them, but could give more guidance on how to improve. Year 6 pupils record the temperature changes as water is heated and compare the drainage of water through different soils. There is considerable emphasis on preparation for SATs at year 6, with extensive use of practice sheets, especially for homework.
127. The subject leader for science is enthusiastic and perceptive. The subject is well funded and the school's resources are good. There is an established nature trail in the grounds. The co-ordinator is developing a more refined system of target setting so that pupils are clear about how they can improve in science. This will enable teachers to keep a close track of what pupils know and understand. She recognises how science can be better planned to ensure that pupils' enquiry skills progress evenly through the school. With these improvements, higher achievements in science for all pupils can be anticipated. Science is enjoyed by both pupils and staff, and is a growing strength of the school.

ART AND DESIGN

128. Pupils are very enthusiastic about art and design and many say it is their favourite subject. Staff work extremely hard to promote this enjoyment and appreciation of art and design. The school's commitment to the subject is evident as the visitor walks through the entrance of the school with vibrant fantasy masks produced with artist Sioned Snape and African masks, from the art club, on display. Staff show pupils that all their artistic endeavors are valued by the dynamic way they display pupils' art and design projects and the work of artists, both within the school and in the grounds.
129. Work scrutiny, lesson observations and discussions with pupils show that standards are above average in Year 2 and well above average by the end of Year 6. Pupils, including those with special educational needs, make good progress. Some pupils with particular aptitude make very good progress. Since the previous inspection, the achievements of the pupils have risen across the school.

130. The art and design curriculum is rich and stimulating and the way it is delivered is a strength of the school. This is borne out by the recent award of *Artsmark* Gold Award from The Arts Council. Teaching is very good throughout the school. During the week of the inspection of the five lessons observed, three were judged to be excellent. Staff have a genuine interest in developing the artistic talents of the pupils and a number of staff are art specialists.
131. The school's well-established tradition of pupils working regularly with high calibre artists is excellent. Planned projects such as the Fantasy Art Week mean that every class has a day when they work with male and female professional artists. All pupils are invited to see themselves as artists. Recent work has included every pupil designing a tile for the mosaic dragon in the Gaudi garden. In recent projects pupils have designed a *Gaudi Gate* with Tim Tolkein and made a *Millennium Man* sculpture with Ilona Bryan and worked on willow weaving with Paul Simmonds. The school's policy to expose pupils from an early age to high quality art is delivered through a well thought out programme, which include visits to Belle Vue sculpture trail, Broadfield House glass museum and the Barber Institute.
132. The school builds on the good standards many achieve in the Foundation Stage where creativity is encouraged and good practices established. In a highly effective infant lesson, pupils achieved high standards because of the quality of interventions by the teacher and the level of resources available. The teacher had high expectations of the pupils and excellent subject knowledge. By the end of the session these young pupils had produced individual clay tiles to a high standard, for a collaborative clay mural. The sustained creative interest and effort by the pupils, together with their safe and confident handling of tools, was impressive.
133. Work samples show that by the end of Year 2 pupils learn a wide range of skills and techniques, including self-portraits, paintings, printing, patterns, pastel work, observational drawings and some collage work. The use of a digital camera for self-photos helps pupils produce self-portraits with good levels of detail.
134. Lessons observed in junior classes also were of a sustained high standard, with staff building up the skills and knowledge of pupils and providing high quality resources. Pupils are encouraged to consider the creative intention of artists. Thus, in an excellent lesson, Year 5 pupils collected their own materials and worked together in the school grounds in the style of Andy Goldsworthy. Throughout the session, they were really motivated and collaborated well when modifying their original designs. Their creative effort was excellent, with timely interventions by the class teacher. The pupils were keen to discuss what materials they had used and to capture the effects on digital cameras. They were genuinely appreciative of each other's finished work.
135. Teachers encourage pupils to reflect on the techniques they use and consider ways to improve their work when things do not go to plan. Again, in an excellent lesson, Year 6 pupils confidently appraised each other's work, with suggestions as to how to improve observational drawings and print techniques, based on the styles of Warhol and Liechtenstein. The art link with Pens Meadow School works extremely well. Pupils from both schools enjoy working together and explaining what they are doing.
136. Work samples show that by the end of Year 6 pupils experience a wide range of materials, tools and techniques. These include self-portraits, paintings, block printing, abstract patterns, pastel, charcoal, and acrylic work. They study the style of French, Indian, Japanese, Islamic and African art. There is evidence of three-dimensional work, and techniques such as batik, tie-dye and collage.
137. Boys and girls are equally enthusiastic about their art experiences. This is demonstrated by the high take up of girls and boys in the Year 5/6 art club. The art produced is original and imaginative. Work such as that in the style of Picasso, is displayed regularly in the local community. The art club strongly contributes to the very high standards achieved in Years 5 and 6.
138. Pupils have many opportunities to practise and further develop their art and design skills in other subjects and there are very good links with history and design and technology. Pupils

have sketchbooks from Year 1 onwards and use them effectively both as a tool to practise aspects of their work and in junior classes to experiment with ideas.

139. The subject is very well led by two teachers who have a real passion for art and design. They have jointly led the subject for a number of years and have an excellent understanding of the way to develop creativity and pleasure in the subject. They monitor the work produced and have a system of selecting exemplar work for a useful school portfolio, which shows skills progression. Although the subject leaders do not directly monitor teaching and learning, they have a very good understanding of the standards achieved throughout the school. Resources are excellent in terms of the materials provided within school and the use of the wider community as a source of artistic learning.
140. Books, picture packs and the examples of art studied contribute effectively to the pupils' appreciation of artists from around the world. The art curriculum makes an excellent contribution to pupil's cultural development. Pupils have many opportunities to work with artists, visit art galleries and design and execute collaborative work to a high standard. Digital cameras, CD-ROM and the Internet are used consistently to generate ideas for artwork or to learn more about art and artists.

DESIGN AND TECHNOLOGY

141. At both seven years and 11 years of age, pupils achieve above the levels reached nationally in design and technology. This is because there are clear subject guidelines for teachers to follow and skills are built upon in a progressive way year on year. Progress is good across the school, particularly with planning and evaluating work.
142. Design and technology has improved in a number of ways since the previous inspection. Standards and progress have risen from satisfactory to good, and there now is no unsatisfactory teaching in the infant school. Teachers have greater confidence and knowledge when teaching the subject and this is reflected in the challenge in work and good quality of finished products. Pupils in Year 5, for instance, work very precisely and accurately, producing step-by-step plans, which include simple mechanisms for their moving toys. Pupils have pride in their finished, motorised vehicles in Year 6, but still are keen to evaluate and make improvements. *"My buggy went quicker than I thought it would, but the motor wasn't fixed on properly and caused problems"*.
143. In infant classes pupils investigate different technologies. For example, they plan how to make a fruit salad in food technology lessons and consider the different textures and colours they can include. Designing and making packaging enables pupils to make choices of materials and produce eye-catching decorations for their salad containers. In Year 2, pupils link their work with traditional stories in English with making marionette puppets. Here they learn new skills, as they experiment with different materials and consider the constraints of a stringed design.
144. In the junior classes, there is some high quality work linked to mask making. The stimulus and techniques of a craftsman from outside school are reflected in the pupils' own original work, as they create facial features by layering and using appliqué. In Year 3, the same expectations of good quality work are seen in the way pupils design and construct picture frames. Pupils are given the chance to make choices of materials and create original pieces and so no design or decoration is the same.
145. All school groups work well in lessons, including pupils with special needs, who work with dexterity and interest. No pupils are at the early stages of learning English and so technical words and instructions are not confusing.
146. Teaching of design and technology is good. Teachers plan lessons carefully and promote planning, making and evaluating skills well. They have the skills and subject knowledge to sort out difficulties and move learning on. Adult helpers contribute effectively in lessons, for example, helping with measuring and cutting dowel and ensuring health and safety standards are followed.

147. The subject leader has produced new guidelines for the subject and an overview of what is to be studied in each year group. As yet, monitoring teaching and learning in the subject has been limited. Resources are accessible and appropriate for learning.

GEOGRAPHY

148. Geography has been improved soundly since its satisfactory reporting in the previous inspection. Its teaching is uniformly good throughout the school and very good in Year 6. Pupils attain average standards throughout the school and exceed this level by the end of their junior years. Geography teaching uses a recognised national scheme well, together with residential opportunities and ICT. Teachers value and exploit the holiday and computer use experiences given to their pupils by their families.
149. Pupils in Year 1 surveyed local traffic and planned their route to school. Through the fictional travels of "Dudley Bear", they compare their own home with other places in the UK, recognising London by its description. A world map records his journeys from Florida to Sydney Harbour Bridge. The work is carefully matched to each group's geographical knowledge. They record in postcard form and begin to draw maps. They extend work on this in Year 2, learning their home address, and finding out about the seaside, drawing on their own experiences to add to rich vocabulary work. There are geographical displays throughout the school; in Year 2, pupils manage a classroom corner "travel agency". Pupils in Year 3 study their neighbourhood and the world, learning about the seas and continents. They compare "views from a window" identifying similarities and differences. In Year 4, pupils study a village in India and ways of improving our environment. The learning includes practical activities with Indian costume and food. Pupils in Year 5 find out about water round the world, investigate current affairs and environmental issues like closing the high street, and use the Internet to learn directions and map symbols.
150. Geography blossoms in Years 5 and 6, where pupils explore climates, river and mountain features, use secondary sources well to find out more about Llangollen and study the countries of Europe. They are very well taught with challenging independent work. In an activity modified for different ability groups, pupils identify European countries by shape alone. Early finishers are given an even more demanding challenge. Specialist vocabulary like "land-locked" and "peninsula" is introduced and applied. In a finale to their European work, pairs of pupils confidently use a PowerPoint program and a data projector to present their adopted country, its characteristics and customs.
151. Geography is well managed by the subject leader, who has planned learning appropriate for pupils' ability range. Work is well displayed throughout the school. Questioning is actively promoted to challenge pupils' thinking. Teachers have a shared commitment to the quality and extent of pupils' geographical experiences.

HISTORY

152. Standards in history are above average in both Years 2 and 6. Most pupils, including pupils with special educational needs, make good progress. Since the previous inspection, the achievements of pupils have improved in the infants.
153. The history curriculum is rich and stimulating and the way it is delivered is a strength of the school. Teaching is good overall and can be very good. Pupils make good progress with some higher attainers making even better progress because the teachers research the subject well and present it in a lively and interesting way. Pupils are provided with information from a range of sources and encouraged to ask useful questions about the lives of people who lived in the past. As a result, pupils really enjoy history and both girls and boys respond very well to the teaching they receive.
154. Pupils have very positive attitudes and work hard in lessons. They enjoy researching information using videos, books and the Internet. They take pride in the presentation of their work and homework projects in Years 5 and 6 are often of a very high standard.

155. A strong feature of the way history is delivered is the links made with other subjects such as literacy, numeracy and art to bring the subject to life. Time is given to extended writing and to the development of imaginative writing. From infants onwards, pupils are encouraged to reflect on the lives and experiences of pupils and adults in the past. For example after a visit to Hartlebury Castle a year one boy wrote, *"I am Liam, a scullery boy in the kitchen, I clean the pans. I don't like this job; it's too hard"*.
156. By the age of seven, at the end of Year 2, the majority of pupils have developed a good understanding of time passing. Pupils are genuinely interested and intrigued to discover the differences in people's lives in terms of holidays and transport between 1900 and today and discuss these differences with confidence. Teaching is good and a key feature is the use of specific questions to focus pupils thinking, together with useful video footage and photographs. These help pupils understand small changes in the daily lives of people over time. Year 2 pupils have retained good factual information about their previous work including the great fire of London and the great plague and life in Victorian Britain. They understand the contribution of famous women such as Florence Nightingale, Mary Seacole and Queen Victoria.
157. Throughout the school, teachers take great care in setting up excellent displays of historical books and objects to stimulate pupil's imagination and interest. For example, for a very good lesson in Year 3, the teacher provided an excellent range of primary and secondary objects and as a result the pupils were totally engaged. By the end of the lesson, pupils could design a meal based on their knowledge of rationing and the black market.
158. Throughout the school there are very good links with history and art. Pupils art skills are very well developed during their history projects and in turn enhance the pupil's appreciation of events in history. Year 4 pupils produce artwork to a high standard when designing Roman mosaics. Pupils' drawings and paintings are used effectively to capture aspects of the life Boudicca and of Roman soldiers living in Britain.
159. By Year 6, pupils are expected to research independently and consider the validity of factual information through primary and secondary sources. They can interpret census data and produce their own fact files. They are encouraged to think as historians. In a particularly effective lesson the teacher's high expectations and level of questioning extended pupils thinking further. Pupils considered the different personal views John Lennon might have held, based on their factual research. Most have a clear understanding that information from the past needs to be interpreted and checked for its accuracy.
160. History makes a very good contribution to the pupils' cultural development and appreciation of people who live in different times and places. The use of drama in lessons, visitors such as the Gloriana Tudor dancing workshop, together with visits to places like Harvington Hall, fire the pupils imagination. History makes a very good contribution to pupil's spiritual development, as pupils have the opportunity to develop empathy and compassion for evacuees' and victims of the Holocaust.
161. History is very well led by a subject leader who is a history specialist. His enthusiasm for history is demonstrated by the time and energy he has given both in running an out of lesson mini project for more able Y5 and Y6 pupils and through collaborating with a school governor to produce a school history book to mark the millennium. The subject leader supports staff through informal discussions and by looking at planning and samples of pupil's work; however he does not have the opportunity to observe teaching and learning. Resources are very good.

INFORMATION AND COMMUNICATION TECHNOLOGY

162. The previous inspection indicated that whilst standards in information technology were average throughout the school and teaching was broadly satisfactory, enabling pupils to make sound progress, there were many shortcomings. Chief amongst these was teachers' subject knowledge and confidence that lead to a reticence to teach the subject. During that inspection, little teaching was observed in the juniors. There were also several shortages of resources and the curriculum was not as broad and balanced as it might have been.

163. All this has changed for the better. The rate of improvement in ICT has been very good over the last five years and standards are now well above average by the age of 11. Pupils have very good opportunities to work with a wide range of computer applications outside the usual word processing, data handling and graphics based work. They build skills and knowledge at a good rate from early in the Foundation Stage. Reception children, for example, take photographs with a digital camera, look at them on-screen and manipulate the resulting image by changing colours of the main elements of the picture. Year 1 pupils plan complicated movements for *Roamer* the programmable vehicle to follow, likening these to the moves in chess. Later in school, Year 5 work with music software to compose atmospheric pieces with major changes of texture or, using computer control simulation software, program the sequence of lights at a pelican crossing. Year 6 pupils were observed to give sophisticated presentations to other pupils using *PowerPoint* software as a creative tool.
164. The quality of teaching is good overall, but in a number of lessons it is very good and occasionally excellent. A very successful staff development programme has eliminated the lack of expertise recorded in 1997. The upgrading of resources for ICT enables teachers to cover all elements of the subject with equal emphasis and the same good quality teaching. Basic skills are taught very effectively and older pupils go beyond these to use more advanced features of basic software successfully and they gain good levels of competence when using professional and demanding packages for control technology, modelling and simulation. Computer resources are used very well and the pace of teaching and learning is brisk. There is some good practice in everyday assessment although opportunities for pupils to take part in self-assessment are not as widespread as they could be.
165. Pupils work hard and produce good amounts in lessons because they are well motivated, interested and concentrate well. Behaviour and relationships are excellent and this contributes much to the productive collaborative ethos found in sessions. They have an awareness of how well they are doing in their work, though this could be sharpened. All attainment groups make the same good progress and boys and girls achieve at very similar rates.
166. This is all exemplified in an excellent Year 5 lesson where pupils were linking their music studies to the development of ICT skills. They composed music at an electronic keyboard and recorded it by means of the software. They studied the composition of each musical line and identified where there was a major change in the musical texture. The pupils worked hard to create musical impressions of space and imported pre-recorded sound tracks to enhance their own compositions. By the end of the lesson, they had produced some very evocative pieces that won the deserved acclaim of other pupils in the class. The quality of learning in this lesson was outstanding as pupils took charge of their own learning and set themselves very high standards that they met with aplomb.
167. The curriculum for ICT has been considerably enhanced over the last five years. Not only is there strong focus on building skills, knowledge and understanding across the broad spectrum of the subject, but there are very good cross-curricular links to subjects such as English, mathematics, science, history and music. ICT is a cornerstone of the education provided at The Glynne Primary School.
168. Three leaders share the management of the subject. Each has a clear role and remit for their duties and collectively they form a strong and influential team that has moved the subject on very well indeed. Formal assessment systems and the subject leaders' contribution to the monitoring and evaluation of standards, teaching and learning are ongoing priorities for the subject that the school is progressing well. Few pupils in other primary schools have the same very good opportunities to learn about and use ICT the way that pupils at The Glynne do. The prospects for future developments are very positive.

MUSIC

169. On the basis of the few lessons observed and discussion with staff and pupils, standards in music are above those expected of pupils at the ages of seven and 11 years.
170. In composing, pupils work well together. Year 2 pupils work in groups to develop short pieces to represent different types of weather. They discuss the sort of sound they wish to make and debate which instruments will be the best to use for different purposes. They also consider

what other sort of alternative sounds they can use, for example, body sounds and everyday sounds such as rustling newspaper. Pupils successfully map out their ideas on paper in the form of a graphic score so that they have a record of their composition. Pupils also work with a member of staff at the computer, transferring these ideas onto a computerised score, enabling them to edit their work and introduce new features at a later stage. One drawback in the lesson seen was that insufficient opportunities were provided for groups to share their work with each other in order to gain and develop different ideas as to how to improve their work.

171. In Year 3, pupils have completed short compositions to accompany the reading of a poem. Using tuned and untuned percussion instruments, they effectively capture the mood of the poem in their work. In performance, they follow their plans carefully and listen well to each other. However, in the lesson observed, pupils did not have sufficient opportunity to appraise each other's work and performances were not taped to help with further review and revision.
172. Year 5 pupils compose in the ICT suite using an interactive program as the basis for their compositions. In an excellent lesson, pupils worked with a range of sound envelopes; they worked in pairs to develop a "thick and thin" texture to their work on space. Their very good application of ICT skills benefited their compositions. These pupils have a good understanding of how they can arrange their sound patterns, using such techniques as layering and superimposing, to maximise the mood and impact of their work. A contributory factor to the very good quality of the work seen was the visual and aural stimulus prepared by the teacher as a stimulus to their work. Pupils' appreciation of this presentation provided them with a clear focus for their work and this helps them achieve very good standards.
173. Pupils enjoy music lessons. They appreciate the opportunity for practical music making and they work well with each other. Listening skills are good and pupils value the work and opinions of others, even if they do not necessarily concur with these. Pupils maintain their concentration very well.
174. The quality of teaching is good overall and is very good in some lessons. Lessons are carefully prepared and learning objectives discussed. Pupils are well managed and resources are well organised. As a result, pupils know what they have to do and have the necessary equipment at hand to get straight down to work. A shortcoming in some of the lessons seen was that insufficient opportunities were provided for pupils to appraise each other's work and use this experience to develop and improve their own work. As a result, the pace of learning started to sag once pupils had developed their work as far as they could.
175. The school provides rich opportunities for pupils to develop their own musical interests. Instrumental tuition, including strings, wind and keyboards, is provided by visiting teachers. Nearly 100 pupils attend lessons each week. There is a school orchestra a flute "choir" and, from time to time, brass ensemble and recorder groups. Pupils perform in assemblies, either as soloists or in groups. Pupils are prepared for the Associated Board examinations. A school choir rehearses regularly. Concerts are given during the year and the school has recently secured a "Golden Arts" award. The visit of *Pedro the Drummer* was the stimulus for some very high quality music making that was enthusiastically received by all pupils taking part.
176. Resources for music are good and the subject leader has clear priorities for deploying the budget she has available. The accommodation presents some problems for teachers and pupils alike in that adequate sized rooms for composition and performance, like the dining hall, have hard surfaces and tall ceilings that amplify and distort sounds.
177. Pupils have good opportunities to apply their ICT skills in music and teachers make good provision for the application of literacy skills. The school aims to be fully inclusive in its music provision. All pupils have the option of instrumental lessons and the governors' charging policy is appropriately applied. Some pupils do miss their class lessons to attend instrumental lessons but class teachers ensure that they have the opportunity to make up the lost ground. In class music lessons, staff ensure that all pupils, including those with special educational needs, are able to take a full and active part in all activities. Where pupils have some particular knowledge and skills, teachers encourage them to use these to the full.

PHYSICAL EDUCATION

178. In 1997, standards in physical education were judged to be above average in Year 2 and average in Year 6. Progress was good because the subject was taught effectively. The school has made good improvements to the quality of provision since then and standards are now uniformly above average across the school.
179. One signal strength of provision is swimming where nearly every pupil achieves the desirable 25 metre length by the time they leave school. In fact, because of the arrangements for swimming, many pupils achieve this level by the end of Year 4.
180. Another strength is in the teaching of dance. In general, creative and performing arts are promoted most successfully in school (see also the sections on art and design and music, above). Teachers have good knowledge and understanding of this aspect of physical education and they work their pupils hard. There is a sense of self-improvement in lessons as pupils work to create dance sequences of much poise and rhythm. A Year 2 dance lesson was developed effectively by the class teacher to ensure that pupils created a flowing sequence of rhythmical movement that matched the river theme. At the end of the lesson, the pupils evaluated each other's performance and made suitable suggestions for improvements in performance.
181. Games are taught well. There is good focus on the development of skills and pupils develop a good understanding of strategy and tactics. The school has a good tradition of sporting achievement in competitive matches with other schools. In gymnastics, the composition of sequences is given good emphasis and pupils use space well. They move with increasing grace and good balance as they grow older.
182. There are some good opportunities for pupils to develop skills in outdoor pursuits during residential visits and the school grounds are used well for this purpose. Athletics skills are also given good emphasis during the summer.
183. Overall, teaching and learning are good in the subject. Pupils from Year 1 on work energetically and understand the need for a warm up and cooling down period in lessons. Safety is taken seriously and teachers show their good knowledge of the subject by devising activities that give opportunity to develop specific skills and also allow pupils time to self- evaluate their own performance. In learning, there is a sense of competitive fun mixed with good team spirit. Physical education lessons make a very good contribution to pupils' personal, social and moral education and their response, including behaviour is excellent.
184. A highly accomplished subject leader manages the subject very well. He has not had formal opportunity to monitor teaching and learning in other lessons but he has good understanding of subject performance. The subject is in very capable hands and has very good prospects in the future.

RELIGIOUS EDUCATION

185. Achievements in religious education match those set out in the locally agreed syllabus by the age of seven and pupils make satisfactory progress. By the age of 11 achievements are higher than prescribed in the syllabus. Pupils, including those with special educational needs, make good progress. Appropriate arrangements are made for the pupils who withdraw from religious education lessons.
186. There have been some improvements since the previous inspection. The policy has been updated in line with the locally agreed syllabus and staff have had training in developing spirituality. By the end of Year 6, standards are now higher. Issues for improvement have been addressed, as the school now provides many opportunities for pupils to reflect on what they are learning and relate them to their own experiences. The school has an inclusive approach to all faiths and uses opportunities such as assemblies to further pupil's knowledge of faiths and festivals.

187. By the end of Year 2, pupils have been taught a range of religious and Bible stories such as *The Good Samaritan* and *Rama and Sita*. They have learnt about different festivals, including Harvest, Diwali, Christmas and Easter. Teachers have given pupils some understanding of the importance to different religions of prayer and holy books. The school delivers religious education for younger pupils successfully through a mixture of drama, class discussion, attractive class displays and some recording of their work. This approach contributes effectively to pupils speaking and listening skills.
188. Only one lesson was observed in the infants and in that lesson the teaching was good. Pupils responded well to the theme of friendship and understood by the end of the lesson that Peter had betrayed Jesus and that Jesus had forgiven him. The activity based on *the friendship tree* added to their spiritual development.
189. No lessons were observed in Year 2. From discussion with Year 2 pupils, most know that saying a prayer is “*a way of talking to God*” and understand that religions have holy places to worship God and why people visit holy places. They have explored concepts such as *being a hero, what makes a good friend* and how people can praise or thank God. Year 2 pupils are confident in expressing what they know. They have some knowledge of Judaism, Sikhism and Islam and good factual knowledge of Christianity.
190. In years 3 and 4 scrutiny of the pupils’ work shows that the pupils have covered concepts around Christianity in more depth than other major religions. In Years 5 and 6 pupils undertake more sustained work on different religions. The work in Year 5 on Islam is detailed and pupils have very good factual understanding. This enables them to compare and contrast aspects of belief if you are a Christian or a Muslim. By the end of Year 6 pupils have a good knowledge of the major religions. Discussion with Year 6 pupils shows they have retained their factual knowledge and can explain complex concepts using the correct terms. Most can explain with interest and accuracy the basic requirements of belonging to the Jewish, Muslim or Christian faith. Good curriculum links are made with art when pupils study religious buildings and holy places.
191. Teaching in the junior classes is good overall with pupils making good progress. Teaching in Years 5 and 6 is consistently good with some very good features. Generally teachers pitch the work at the correct level and extend the more able pupils through planning more challenging work. Teachers often modify the text for pupils who have special needs. In a satisfactory lesson, while pupils were gaining factual knowledge of the signs and symbols in Christianity, they remained quite passive and could have been encouraged to contribute more. In a very good lesson, the atmosphere of calm reflection created, as pupils imagined their lives as pebbles on a beach, made a significant contribution to the pupil’s spiritual development.
192. The behaviour and attitudes of younger and older pupils throughout the school is very good and sometimes excellent. They show genuine interest in each other’s views and opinions and enjoy what they are learning. These positive attitudes mean that they are able to get on well with their learning. Pupils’ workbooks and class folders are usually neat and well presented. However, in some classes work on different faiths could be covered in more depth to fully extend the more able pupils. Pupils display positive attitudes to different religions and enjoy using the Internet to gain further information. Teachers usually mark pupils’ work in a positive way with some helpful comments.
193. Religious education is well managed by two subject leaders. Teachers’ planning and samples of work are checked for coverage, however, there is no monitoring of teaching and learning. Resources are good, with boxes of religious objects and books for each religion. The school is aware of the need for pupils to find out first hand about different faiths. Pupils visit a range of Christian churches and visits to a Gurdwara, Mosque and to Faith City in Dudley have been built into the curriculum for older pupils. Pupils’ spiritual, moral and cultural understanding are very well promoted. Pupils are taught to respect people, animals, and the environment. Older pupils also consider difficult moral concepts such as religious conflict and what it means to believe. There are very good links between religious education and the school’s programme for personal, social education.

