

INSPECTION REPORT

HIGHFIELDS PRIMARY SCHOOL

Burntwood

LEA area: Staffordshire

Unique reference number: 124211

Headteacher: Miss Helen Poole

Reporting inspector: Mrs O M Cooper
10859

Dates of inspection: 20th – 23rd May 2002

Inspection number: 195723

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Elder Lane Burntwood Staffordshire
Postcode:	WS7 9BT
Telephone number:	(01543) 510445
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Mark Brian
Date of previous inspection:	7 th – 10 th July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10859	Mrs O Cooper	Registered inspector	Art and design Geography The Foundation Stage Equal opportunities	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19430	Mr T Hall	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23319	Mr V Leary	Team inspector	Mathematics Music Physical education	How good are the curricular and other opportunities offered to pupils?
7958	Ms G Lewis	Team inspector	English Religious education Special educational needs English as an additional language	
30033	Mr M Wright	Team inspector	Science Information and communication technology Design and technology History	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 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?	8 - 10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10 - 12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12 - 14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14 - 15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15 - 16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16 - 17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17 - 18
PART C: SCHOOL DATA AND INDICATORS	19 - 22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23 - 38

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Highfields is an average sized, mixed, community primary school situated in Burntwood, a residential area close to Cannock. There are currently 277 pupils on roll, 131 boys and 146 girls and all except ten in the Reception class attend full time. The small majority of pupils reside beyond the immediate locality of the school due to the closure of neighbouring schools. Very few pupils are from minority ethnic groups. Very few speak English as an additional language and none are in the early stages of learning to speak English. The proportion of pupils entitled to claim free school meals and the proportion with special educational needs are below the national average. The most common difficulties among pupils with special educational needs are dyslexia and emotional and behavioural difficulties. Attainment on entry to the school is broadly average in most years, but with a wide range of ability represented. There has been a significant turnover in staffing, including senior managers, since the previous inspection and an influx of pupils due to school closures.

HOW GOOD THE SCHOOL IS

This is a satisfactory school, with some significant strengths and areas for improvement. By the time pupils transfer to high school current standards of work are average overall and rise above average in English and mathematics where the school has focused its efforts to raise standards. These standards reflect the strong leadership of the headteacher, the satisfactory teaching, the pupils' very good attitudes and behaviour and the school's good care for its pupils. The school is providing satisfactory value for money.

What the school does well

- Pupils are achieving above average standards in English and mathematics by the end of Year 6.
- The teaching of basic skills of literacy and numeracy is good and helping to raise standards.
- Pupils' attitudes, behaviour and personal development are very good overall.
- The pupils are well cared for.
- Links with parents are good and support pupils' learning in school.

What could be improved

- Standards achieved, particularly, by more able pupils, are not as high as they should be.
- The roles and responsibilities of curriculum co-ordinators and assistant heads are not sufficiently developed to enable them to play an effective role in the drive to raise standards.
- The strategic planning for the longer-term development of the school is inadequate.
- There are inconsistencies in the setting of homework, pupils' targets and in the marking of pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since its last inspection in July 1997, when the impact of the high staff turnover is taken into account. Standards have risen in line with the national trend and the unsatisfactory teaching evident at the time of the previous inspection has been remedied. The action taken to overcome the weaknesses identified in the previous report has been successful. Standards in information and communication technology have risen sufficiently; the physical education curriculum meets statutory requirements and the school's sex education policy is fully implemented. The provision for pupils' cultural development is now good and there are detailed schemes of work for all subjects, which show how pupils' skills and knowledge are to be developed. However, the overall good teaching has not been maintained.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A	B	D
mathematics	C	D	D	E
science	D	D	D	E

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

Overall standards at the end of the Foundation Stage (end of the year in the Reception class) are average for the age of the children. The children who attend the part-time early years group make good progress and the full-time pupils in Reception make satisfactory progress. Most children are on course to reach the level expected for their age in number, their knowledge of the world and in their creative, physical and personal development. In language and literacy the children make good progress and a few are already working within the early stages of the National Curriculum, having exceeded the level expected by the end of their year in Reception.

The school's 2001 results in National Curriculum tests at the end of Year 2 were above the national average in reading and mathematics and were average in writing. Overall results have been consistently above or well above the national average in the last four years as pupils achieved well. Teachers' assessments showed pupils' attainment in science in 2001 to be broadly average. Current standards of work in Year 2 are above average in reading and are average in writing, mathematics and science. This does not indicate a decline in standards, but a year group with a higher than usual number of pupils with special educational needs, which lowers the overall level of attainment. This year group has needed additional support in order to reach these levels of attainment. Standards in all other subjects are average and pupils' achievement is satisfactory.

Standards in national tests at the end of Year 6 in 2001 were above the national average in English, which had been the main focus for improvement, but below the national average in mathematics and science. A significant number of pupils underachieved in mathematics and science, most notably more able pupils. Standards of work among the current Year 6 pupils are above average in English and mathematics and are average in science. Standards are average in all other subjects except for religious education where they rise above the level expected by the end of Year 6. Most pupils are achieving satisfactorily, with Year 6 pupils achieving well because of the good teaching and level of challenge in lessons. A few more able pupils in Years 3, 4 and 5 could achieve more. Most pupils with special educational needs make at least satisfactory progress and in Years 3 to 6 make good progress.

The trend in improvement in the results at the end of Year 6 between 1997 and 2001 matches the national trend. The school has successfully focused on raising standards in English and is now placing the same focus on mathematics. The school achieved the target set in English in 2001, but not in mathematics. The targets for 2002 are higher, are challenging and the school is on course to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils come to school very happily and are eager to learn.
Behaviour, in and out of classrooms	Very good. In classrooms, in the dining hall and at play pupils behave very well. No sexist or racist behaviour was seen and there have been no exclusions for unacceptable behaviour.
Personal development and relationships	Very good overall. Pupils' personal qualities are well developed. Pupils' relationships with each other and with staff are very good. They take the initiative and accept responsibility for themselves and others.
Attendance	Good. Attendance rates are consistently above the national average and pupils arrive on time. However, holidays in term time are becoming too common.

TEACHING AND LEARNING

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

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

The teaching in English is good overall and in mathematics is satisfactory. Basic skills of literacy and numeracy are taught well through many subjects. The overall strengths in the teaching are in sharing with pupils what they are expected to learn and in the management of pupils. The teaching in Year 6 is good in virtually all lessons as teachers' expectations are high and lessons are planned well. There are inconsistencies in the setting of pupils' targets, homework and the marking of pupils' work. The teaching meets the learning needs of most pupils satisfactorily, but a few more able pupils are often insufficiently challenged. Most pupils acquire knowledge and develop skills at a satisfactory pace over time in the school. Pupils concentrate and put every effort into their work, as they want to succeed. Whilst pupils have targets for improvement in English and mathematics, they are not always aware of their progress towards them, as there is little reference to them in the marking. Pupils with special educational needs make similar progress to other pupils in the Foundation Stage and Years 1 and 2, but make good progress in Years 3 to 6 where the provision has been improved.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All subjects of the National Curriculum are taught and the provision includes all required elements. There is no whole school programme for personal, social and health education. Strategies for teaching literacy and numeracy skills are good. Members of the local community make a good contribution to pupils' learning.
Provision for pupils with special educational needs	Good overall. Pupils are supported well by their class teachers or by teaching assistants, both in class and in withdrawal groups. Individual education plans are kept up to date and usually used in lesson planning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils' personal development is well provided for. Pupils gain good insights into values and beliefs. They are effectively taught right from wrong and they have good opportunities to learn about different cultures and traditions.
How well the school cares for its pupils	Child protection procedures are securely in place and there is due regard for pupils' health and safety. Procedures to promote high standards of behaviour are very good and are good for supporting pupils' personal development. Procedures for assessing pupils' attainment and progress

	are satisfactory.
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The school works well in partnership with parents and this supports pupils in their learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher's strong leadership has kept the school moving forward during the period of high staff turnover. In the continued absence of a deputy headteacher, the assistant and acting assistant heads have given some support, but their roles and those of the curriculum co-ordinators are insufficiently developed and this affects the overall leadership and management.
How well the governors fulfil their responsibilities	Satisfactory. The governors have an effective committee structure, are more involved in monitoring the work of the school than previously and fulfil their statutory responsibilities. The school's improvement plan lacks clear, measurable outcomes by which governors can check the success of the action taken in terms of pupils' attainment.
The school's evaluation of its performance	Satisfactory. Arrangements to check the quality of teaching and pupils' progress have continued to develop and they help in identifying where further improvements can be made. However, the school is not yet effectively tracking the progress of all pupils from year to year.
The strategic use of resources	Unsatisfactory. The school does not plan beyond one year, so that any surplus in the budget can be used efficiently. The carry forward to this financial year was too high, although the funding was earmarked for specific purposes. The principles of best value are being applied satisfactorily.

There are sufficient staff, both teaching and support staff, for the number of pupils on roll. The accommodation has been improved since the previous inspection with the addition of mobile classrooms, but it is still insufficient for the curriculum to be delivered effectively and has a negative impact on the quality of teaching in some classes. The library provision is inadequate, with too little space and insufficient range and quantity of books. The resources for outdoor provision for children in the Foundation Stage and the supply of artefacts for history and religious education are inadequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are expected to work hard. • Their children like coming to school. • The teaching is good and helps the children make good progress. • Behaviour is good. 	<ul style="list-style-type: none"> • Arrangements for setting homework. • The information they receive about their children's progress. • The range of activities provided outside of lessons.

Inspectors agree that pupils' behaviour is good and that they like coming to school. The teaching and expectations of pupils are satisfactory overall and are good in some classes. The setting of homework is inconsistent among classes and could be better. However, the information parents receive about their children's progress is good. The range of activities outside lessons is similar to that provided by most schools and is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment on entry to Reception is average overall in most years, but there has been a wider range of ability in the last two years, with an increasing proportion of lower attaining pupils. The children attending the early years part-time group, prior to attending full time, make good progress in all areas of learning, develop positive attitudes to school and achieve well. The full-time children in Reception make satisfactory progress. This is mainly because the teaching methods lead to many activities being led by adults and the children having too few opportunities to investigate, explore and make choices about their learning, both indoors and out. By the end of the year in Reception most children are on course to reach the level expected for their age in number, knowledge of the world and in their personal, social, physical and creative development. In language and literacy most are on course to reach the expected levels, a small number are likely to exceed them and overall attainment in this area is above average for the age of the children, because the teachers are very secure in teaching these skills. Achievement for the full-time children in Reception is satisfactory.
2. In the 2001 National Curriculum tests at the end of Year 2, standards of attainment were above the national average in reading and mathematics and were average in writing. When compared with those in similar schools (based on the proportion of pupils claiming free school meals) the results were average in reading and mathematics, but were well below average in writing. No pupils reached the higher level in writing and this was the reason for the lower standards in comparison with similar schools. The need to raise standards among more able pupils has already been identified by the school. Teachers' assessments of pupils' attainments in science showed standards to be average in comparison with those in all schools and similar schools, both for the proportion of pupils reaching the expected level and the higher level. The trend in results over the last five years shows some fluctuation, but comparison of attainment soon after entry to the school and at the end of Year 2 indicates most pupils achieve satisfactorily, but a few more able pupils could achieve more. The results in recent years show boys to be performing slightly better than girls, but there was no significant evidence of this during the inspection. Given the average levels of attainment on entry, overall standards are high enough at the end of Year 2, but could be better in writing.
3. Current standards of work amongst Year 2 pupils are above average in reading and speaking and listening and average in writing, mathematics and science. Most pupils are achieving satisfactorily, but a few could still achieve more. The current Year 2 pupils were identified soon after entering the school as a year group requiring additional support if standards are to be maintained, owing to the higher than usual number with special educational needs. Therefore additional support was put into Year 1 last year and early literacy strategies used to boost the performance of the pupils. Indications are that these measures have been beneficial in raising standards to the current levels.
4. When compared with results in all schools, the results of National Curriculum tests at the end of Year 6 in 2001 were above average in English, but were below average in mathematics and science. The results did not compare favourably with those in similar schools and were below the average in English and well below average in science. This year group increased significantly in number between 1998 and 2001 with an influx of pupils from neighbouring schools identified for closure. This had some impact on the results at the end of Year 6. A scrutiny of the results of pupils who remained in the school for the whole of their primary education shows the large majority made sufficient progress in English and science, but not in mathematics where over half the pupils made insufficient progress, the majority of these being more able pupils. An analysis of pupils' performance in mathematics revealed too many pupils not attempting to answer some questions, which affected the overall results. The trend in improvement over the last five years matches the national trend. Girls have performed slightly better than boys in all three subjects, but there are more boys than girls on the school's register of special educational needs.

5. Current standards of work among Year 6 pupils are above average in English and mathematics and are average in science, showing some improvement in standards in mathematics and science. This year group has again increased in size, with ten of the 40 pupils joining since the end of Year 2 and this increase has had a negative effect on the overall ability of the year group. Most pupils are achieving satisfactorily over time and all pupils in Year 6 are achieving well because of the teachers' high expectations of the pupils and the overall good teaching. The achievement of pupils in Years 3, 4 and 5 varies between the classes owing to the quality of teaching.
6. The National Literacy and Numeracy Strategies continue to have a positive influence on standards. Pupils have many opportunities to develop their speaking and listening skills both in literacy lessons and other subjects and these develop very well. Good emphasis is placed on developing subject specific vocabulary in many lessons and this develops well throughout the classes. Reading skills are taught both within literacy hours and at other times and most pupils make good progress in developing strategies for attempting unfamiliar words. Pupils use their reading skills effectively in research work from Year 1 upwards. Writing skills develop satisfactorily, with carelessness in spelling of words evident in some classes not receiving adequate attention. Pupils do not make sufficient use of their literacy skills in religious education in Years 1 and 2 where there is a heavy reliance on photocopied work sheets. Numeracy skills develop satisfactorily. Pupils improve their skills in the mental recall of number facts and in strategies to help them carry out mental calculations, but there is room for further improvement. They gain a satisfactory understanding of shapes and measures and of handling data. Pupils use their number skills well in other subjects such as history, design and technology and science.
7. Current standards of work among Year 2 and Year 6 pupils are average in art and design, design and technology, geography, history, information and communication technology (ICT), music and physical education. In religious education standards match those expected in the locally agreed syllabus in Year 2 and exceed them in Year 6. The below average standards in ICT at the time of the previous inspection have been overcome because of the improved provision in terms of resources and the increased subject knowledge and confidence amongst teachers. Teachers make full use of the computer suite now available to teach all aspects of the ICT curriculum. The standards in music have not been maintained by the end of Year 6, due to the changes in staff. However, the school has taken steps to improve the teaching by employing a part-time subject specialist. Pupils throughout the school achieve satisfactorily, with good achievement for all pupils in Year 6 where expectations are higher and teaching is good or better in virtually all lessons. The improved provision for pupils with special educational needs is enabling them to make at least satisfactory progress in relation to their prior attainment, with most now making good progress in Years 3 to 6. However, a few do not make sufficient progress in lessons where activities are not closely matched to their learning needs. The very small number of pupils with English as an additional language make the same progress as their peers in all subjects as none are in the early stages of speaking English. The school has not identified any pupils as being gifted or talented.
8. The school was successful in meeting its target in English in 2001, but not in mathematics. The current targets for 2002 are higher and challenging, but the school is likely to achieve them.

Pupils' attitudes, values and personal development

9. Attitudes are very good throughout all classes. Most parents say their children enjoy school and believe they make good progress. Pupils enter their class eagerly, settle down quickly at the start of lessons and maintain concentration very well to the end of the day. They are purposeful about their work and tackle their lessons with enthusiasm. This is most evident where teachers display very good management and provide interesting lessons. Pupils are very willing to talk about what they are doing, readily explain how they arrived at their answers and happily correct mistakes. They are very good listeners and enjoy the short dialogues in lessons, making constructive contributions. For example, in a Year 6 lesson, some innovative and exciting ideas developed well to depict the life and times of the Tudors.
10. Behaviour is very good. Self-discipline is always apparent in lessons and there is order about the

school. Pupils behave very well during breaks or over lunch. They respond well to staff. They enjoy the systems of rewards and feel that sanctions, on the few occasions they are required, are fair. All pupils, including those few who misbehave, know very well what is expected of them and agree with the codes of conduct. Self-discipline is strongly encouraged through the House Points System for rewarding behaviour, trying hard in lessons and for special achievements. The gold, silver and bronze awards are earnestly sought after and valued. Where there are rare instances of aggression, or a tendency towards bullying, all know how very seriously they are viewed. There have been no exclusions for unacceptable behaviour in the latest reporting period.

11. The pupils' personal development is good. Pupils are tidy, respectful of property and even the youngest children in the Foundation Stage know where things belong. Pupils are willing to accept responsibility although this area is underdeveloped, as there are no clear structures for consciously deepening pupils' experience as they move through the year groups. Nevertheless, pupils enjoy the daily routines, preparing for lessons or assisting in assemblies. Some play instruments to support the songs and all enjoy taking part in class assemblies. The school council is very well organised, discussing a wide range of issues with genuine concern and an air of maturity: for example, responsible play and use of resources over lunch breaks; implementation of 'buddy' schemes and attitudes to bullying. Older pupils willingly enter into setting targets for improvement and many make sensible comments when writing their own assessment of their year's work. Pupils are thoughtful about others. They enjoy celebrating one another's successes, such as for good behaviour, high standards of work and endeavour, exemplified at the end of lessons or at celebration assemblies. This contributes well to the house points system and promotes an atmosphere of friendly competition. Play is very good natured, with a broad mix of small and large groups absorbed in lively activities. Pupils engage in happy conversation over lunch. They readily co-operate with lunchtime supervisors. The resources provided at lunchtime and the adventure area are very well used.
12. Relationships between pupils and between pupils and adults are very good. Pupils speak cheerfully to everyone and are courteous at all times. There is happy companionship. The pupils are lively and eager to talk to adults. Even the youngest are confident and can freely share any small concerns with members of staff. Consequently a very good rapport is evident at all times.
13. Attendance is consistently above average. The school constantly promotes regular attendance and punctuality, as good habits to be fostered for the future; for example, during registration, through assemblies and in individual reports. However, occasional days off and holidays during term time are becoming too common. The great majority of pupils arrive early. They are keen to enter school and begin lessons. Registration is prompt and effective. Punctuality is good. Pupils' attitudes, behaviour and attendance rates have a positive effect on their learning and attainment.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is satisfactory overall and helps pupils to make sufficient progress in their learning. The high level of staff turnover, including senior managers, has hindered the pace of improvement. A local education authority monitoring report just before the current headteacher took up her post noted some weaknesses in teaching. The headteacher has worked with local authority advisors to remedy the weaknesses and together they have been successful. The accommodation is inadequate, however, especially for practical activities and the cramped conditions in some classes have a negative effect on overall teaching, particularly on the pace of lessons. Some parents expressed concern in letters about their children being taught by recent entrants to the profession, but inspectors found no cause for concern.
15. Teaching seen during the inspection was never less than satisfactory, with almost four out of every ten lessons being good and a further one in ten being very good. The teaching of the part-time early years group is good; in Reception and Years 1 to 5 teaching is satisfactory overall, but varies slightly between the classes and year groups. The teaching in Year 6 classes is good, with virtually all lessons being good or better and with most of the examples of very good teaching in this year group. As a consequence, pupils gain knowledge and skills at a more rapid pace. The other example of very good teaching was in the Year 1/2 class, where despite the cramped

conditions pupils made very good progress in understanding how to order numbers to 100, when all were given a number and had to position themselves in the correct order in a line. This activity was followed by a further practical activity where pupils used their understanding of numbers when measuring the capacity of different containers. There are examples of good teaching in most classes. The examples of very good teaching were characterised by the teachers' high expectations of the pupils' efforts and behaviour. The lessons were conducted at a brisk pace and involved challenging activities. The pupils were clear about the purpose of the lessons and what they were expected to achieve.

16. The early years' group have many opportunities to investigate and explore different activities and choose what they do in carefully planned play activities. However, this is less evident in Reception where many activities are led by adults and the children spend a significant part of each morning listening to their teachers. The school acknowledges the need to implement the Foundation Stage curriculum more effectively in Reception and is already moving in that direction.
17. The teaching of basic skills of literacy and numeracy is good. The National Literacy and Numeracy Strategies continue to have a positive effect on the quality of teaching and pupils' learning. The teachers are secure in their understanding of the strategies and the framework for teaching them. There are some brisk introductory sessions in numeracy, which help pupils to develop their skills in mental recall and calculation, but there is room for improvement. In both literacy and numeracy lessons, the introductions are followed by purposeful direct teaching. The time towards the end of lessons is often used well to consolidate or reinforce what has been learned and to assess pupils' progress. An example of skilful questioning to assess pupils' understanding of fractions in the Year 1/2 class confirmed the need for further teaching. There is good development of literacy skills such as notetaking and research in history and of numeracy skills in science, history and design and technology.
18. In all other subjects the teaching is at least satisfactory throughout Years 1 to 6 and is good in music where lessons are taught by subject specialists. Teaching is good in religious education and English in Years 3 to 6. The teaching techniques used in literacy and numeracy are being transferred to many lessons in other subjects and this has strengthened the teaching.
19. In addition to the teaching of basic skills, the other key strengths of the teaching seen were in the management of pupils and the sharing of the learning objectives at the beginning of lessons so pupils knew the purpose of the lesson and what they were expected to learn. The inspectors share parents' concerns about the inconsistencies in setting homework and judge there to be weaknesses in the marking of pupils' work and in setting pupils' targets in some classes. The marking rarely refers to pupils' targets for improvement and on too many occasions does not inform pupils how they can improve their work in the future.
20. The National Literacy and Numeracy Strategies provide a structured approach to the teaching of basic skills which benefits pupils with special educational needs. The emphasis on spelling and the use of word banks, together with helpful writing frames, provide these pupils with a framework that helps their progress. Through the good support provided, the pupils usually complete their work successfully.
21. All teachers have copies of pupils' individual educational plans and usually use them when planning lessons. Some teachers organise their classes well to ensure that they are available to support pupils with special educational needs. This is often achieved because of the good and sometimes very good behaviour of the other pupils in the class who work well without direct supervision, particularly in Years 3 to 6. Where support from teaching assistants is provided it makes a valuable contribution to pupils' progress. In Year 5, for example, a teaching assistant was skilful in helping three pupils with special needs make progress at a similar pace to their peers. They were encouraged to think things out for themselves whilst being given the confidence of the support when needed. Good support and care are given to those with medical conditions so that they are fully included in all lessons. Support seen in a number of Year 1 and 2 lessons was judged to be good, helping pupils to keep up with their peers. Teachers and teaching assistants work well together to meet the learning needs of pupils with special educational needs. Their work

is usually carefully marked, assessed and short-term targets set. In a few lessons pupils' progress is hampered by tasks that are not closely matched to their learning needs and insufficient support is provided.

22. The teaching meets the learning needs of most pupils and enables them to make satisfactory progress over time in the acquisition of skills, knowledge and understanding. A few more able pupils underachieve in lessons when the tasks set do not offer sufficient challenge. Pupils put every effort into their work and where teachers have high expectations and set clear time deadlines, pupils work hard and do their best. Pupils have targets for improvement in English and mathematics but not all are as aware of them as they could be.

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

23. The school provides its pupils with a balanced and interesting curriculum. Statutory requirements are met in all areas and religious education is taught in line with the locally agreed syllabus. The curriculum provision in physical education has been broadened by the provision of a high quality adventure playground and fitness trail in the school grounds to ensure all pupils have access to outdoor and adventurous activities. This is a significant improvement in provision since the previous inspection.
24. The school provides equality of access to the curriculum for all its pupils, including those with special educational needs and those from minority ethnic groups. There are occasions when these pupils miss parts of lessons but the school ensures that this is minimised by organising pupils' withdrawal, where possible by using a rotating programme. The provision for children in the Foundation Stage is satisfactory, covering all the recommended areas of learning. The curricular provision for full-time children in the Reception Year does not provide sufficient opportunities for them to choose from a range of activities and learn from carefully planned play activities both in and out of doors. The school is already working to improve this provision partly through its involvement in the 'Effective Early Learning' project, but also by improving the resources for learning.
25. Planning of the curriculum has improved since the last inspection, as there is now a policy and detailed scheme of work for each subject. The school has adopted the recent national guidelines for teaching all subjects and in some cases has used other material to enhance the provision. These schemes of work ensure that pupils' learning opportunities cover all the National Curriculum programmes of study and build systematically on what pupils already know and can do. There remain however weaknesses in the lack of challenge provided for the more able pupils and in developing pupils' skills in designing through tasks set in design and technology lessons.
26. The school has implemented the National Literacy and Numeracy Strategies effectively and, like most schools, gives more than half its teaching time to literacy and numeracy. Teachers' planning is consistently and securely based on these strategies. The teaching of basic skills in literacy and numeracy is good. In both subjects, however, there are still areas for improvement. For example, in mathematics pupils are not always being taught effectively to use and develop their mental recall skills. In literacy inaccurate spelling is not always picked up in marking, as it should be in junior classes.
27. A developing aspect of the curriculum is provision for personal, social and health education. There is a draft policy ready for discussion. The curriculum, notably in English, science and physical education, includes elements of health and sex education, including learning about the dangers of substance misuse. Assemblies also make a good contribution to the sustaining of good behaviour and personal development. All teachers provide specific lessons on personal, social and health education. Pupils, on occasions, are encouraged to discuss issues and personal dilemmas. For example, Year 5 pupils were provided with the opportunity to talk about bullying issues, where pupils and teachers listened sympathetically. This resulted in improving the pupils' listening and speaking skills and created a sense of belonging. However, the lack of a programme for teaching

personal, social and health education skills throughout the school results in inconsistencies in its provision.

28. The provision for pupils with special educational needs has improved since the previous inspection and is now good overall. Teaching assistants have been appointed and this has increased the level of support available for these pupils and is leading to some making good progress and being removed from the register. The provision for pupils with special educational needs is good in the Foundation Stage and Years 3 to 6 and is satisfactory in Years 1 and 2. The support for those pupils with formal statements of special educational needs is satisfactory.
29. The provision for extra-curricular activities is satisfactory. The responses to the parents' questionnaire showed only 69 per cent agree that the school provides an interesting range of activities outside lessons. The good range of activities available at the time of the last inspection has not been maintained because the new staff are currently focusing on other aspects of the curriculum. There is a satisfactory range of after school activities for pupils in Years 3 to 6 such as football, athletics, hockey, netball, choir, art, mathematics and the computer club. These activities are generally well attended. The school is an active participator in local inter-school sporting events, which also promote pupils' personal development.
30. The school provides a good range of visits and visitors to extend and enrich the curriculum. Useful visits are made to areas beyond their locality, such as Birmingham museum to enhance their learning about times gone by. Pupils also make visits to their local church. The vicar is a regular visitor to the school, involving himself in leading assemblies. This strong and active association with the local church results in developing further pupils' understanding of Christian religions and enhances their spiritual, moral and social development. Pupils in Years 5 and 6 participate in residential visits to Kingswood Activity Centre on the Isle of Wight. These visits make a positive contribution to their learning and to their own personal development. The school also has useful and effective links with other groups and organisations such as Birmingham Football Club. Local businesses support the school, for example, a local newspaper business involved pupils in developing their understanding of producing a newspaper. The local community contributes well to the pupils' learning. The school has satisfactory links with other educational institutions. These inter-school links are valued and make a sound contribution to the pupils' learning.
31. The provision for pupils' spiritual development is good. Opportunities are provided for spiritual development in a number of subject areas: notably English and religious education and also at assemblies and informal times around school. In assemblies, pupils are given time to reflect on their beliefs in prayers and quiet times. In a religious education lesson, pupils were given the opportunity to discuss the feelings of the children in Northern Ireland who, last year had to run the gauntlet of abuse and missiles to get to their primary school. They also have opportunities to discuss the conservation of the planet. In their science lessons some pupils have the opportunity to watch the life cycle of the frog and wonder at the world of nature.
32. There is good provision for pupils' moral development. Pupils are effectively taught what is right and wrong. Opportunities for moral development are given in the day to day organisation of the school and through the values of respect, honesty and fairness, which are promoted well. In a discussion during 'Circle Time', for example, pupils were given the opportunity to discuss how we ought to treat each other and suggested ways in which this could be encouraged. The trust that pupils have in each other's honesty is displayed in the collection of 'purses' used for dinner money. These are put into class boxes and pupils retrieve them at lunchtime. In a Year 5 religious education lesson which looked at the story of the 'Prodigal Son', pupils were able to recognise the messages of 'forgiveness' and the wrong attitudes of the son's friends when he had money and then how this changed when the money was gone.
33. The provision for pupils' social development is good. Pupils are encouraged to be polite and courteous to all adults who work in or visit the school and to take an interest in what is happening around them. They are actively encouraged to take care of each other and to put forward suggestions to combat any incidents of bullying or name-calling that occur. The school and class rules are reflected the standards of behaviour. The school council provides opportunities for pupils to give their views on developing aspects of the school and the councillors have achieved some

success in making improvements; for example, water is now provided on all tables at dinnertime. Pupils in Year 6 are given the chance to take on responsibilities such as setting up the hall for assemblies, getting out chairs and also operating the overhead projector and audio equipment, which they do in a responsible manner.

34. There is good provision for pupils' cultural development. Assemblies and some religious education lessons focus on how others are seen, especially those who are different from themselves. There is celebration of difference but also an acceptance that even those people who look alike may be different inside. The displays around the school give pupils an opportunity to look at different cultures and faiths, which is an improvement since the last inspection. There have been visitors from the Sikh community and from Ghana. In religious education there is an opportunity to examine the similarities and differences in faith communities such as Hindu, Sikh, Muslim and Jewish faiths as well as the different aspects of the Christian faith. Assemblies sometimes have a song with verses in a South African language and the music played throughout the week includes music from countries around the world. In art lessons pupils have opportunities to experiment with paint and materials to create designs and paintings in the styles of famous artists. History lessons provide a rich resource for cultural development, for example, as pupils research their own past and that of the Ancient Egyptians.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Procedures for ensuring pupils' welfare overall are good. All adults in school clearly have a good rapport with pupils. They encourage a happy working atmosphere in which the pupils can grow into rounded individuals. Staff are aware of the strict criteria to be observed in child protection. The school has good access to educational, medical and social agencies when required. Those who are unwell are looked after kindly and sensitively. Some health and safety matters have been brought to the attention of governors.
36. Procedures for monitoring and improving attendance are good and successful. Most parents cooperate very well by informing the school immediately of any problems. Unexplained absences are unexpected and monitoring is thorough. The criteria for absence are clearly stated in letters to parents, the school prospectus and the governors' annual report.
37. Procedures for monitoring and promoting self-discipline are very good. A good range of strategies is used daily to promote high standards of behaviour and is conscientiously implemented by staff. The teachers and teaching assistants are well aware of the very small number of pupils who have personal behavioural problems. Procedures for eliminating oppressive behaviour are very good. Tendencies towards bad behaviour and occasional name-calling are dealt with swiftly and effectively. Parents concerned are involved at an early stage in isolated cases of unworthy behaviour or bullying.
38. The procedures for assessing pupils' attainment and progress have continued to develop since the previous inspection and are satisfactory. The school makes appropriate use of assessment information when children begin school to plan suitable tasks to meet their learning needs. Teachers' assessments and statutory and optional national tests are used satisfactorily to track the progress of pupils from entry to when they leave. However, this is not yet as effective as it could be because the information is still being collated for individual pupils to enable the school to check that all are making sufficient progress each year towards their predicted levels at the end of Year 2 and Year 6. Additional support is provided for pupils found to be falling behind and in need of a boost to their performance. The information is also used to set targets for improvement in English and mathematics for individuals and groups, but there is little reference to these targets in the marking of pupils' work. Some teachers' assessment files are not kept up to date and therefore do not indicate how much progress pupils have made towards achieving their targets. Other files are meticulously kept, with progress towards both individual and group targets frequently recorded and the stage pupils are working towards indicated very clearly. A thorough analysis of pupils' performance in the 2001 national tests has been undertaken, which identified weaknesses, for example, in the type of questions pupils did not attempt to answer. Action has

been taken to overcome this weakness. The assessment information is being collated for each pupil using a computer-based system for ease of updating. Assessment procedures in subjects other than English, mathematics and science are still in the early stages of development.

39. Individual education plans for pupils with special educational needs contain information on which teachers base their planning. However, the short-term targets are not always clearly identified and do not help pupils to build their confidence as effectively as they could. The individual education plans are reviewed each half term and a termly meeting is held to discuss changes that might be needed. Some pupils, in classes in Years 3 to 6 are very aware of their own targets and take pleasure when these are achieved. This is an area that has been identified for development to establish greater consistency. It is also envisaged that both parents and pupils will be more involved in target setting and in assessing how well targets have been achieved. As there is a general lack of consistency in assessing progress for many pupils, those with special educational needs also suffer as a consequence.
40. Individual support for the pupils' personal development is good. Staff are caring. They know the pupils well and have a natural rapport with them. They promote a calm workmanlike atmosphere where raised voices are uncommon. Most teachers have high expectations of the pupils and are very respectful of their individual needs. Staff work hard to build pupils' self-confidence and instil persistence, application and concentration. This has the strong support of parents. The headteacher and staff are available to parents at the end of the day. They are willing to discuss immediate problems or make appointments for more formal matters. The great majority of parents appreciate this and feel they are listened to. A range of daily opportunities are created for pupils to exercise initiative and responsibility, but as yet these are not integrated into a whole school personal, social and health education programme. Good work and effort are fairly appraised at the end of lessons and in assemblies, especially when significant personal achievements in learning are made. Assemblies are very well used to promote responsible attitudes to work, behaviour, relationships and decision making.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Most parents think highly of the school. They appreciate the changes and comment on the improvements, particularly in communication, since the last inspection. However, a significant minority express concerns over a range of issues. Taken overall, parents view the school as satisfactory. Information on all the activities of the school is good. There are termly newsletters and regular letters covering all activities of the school year. The school prospectus and governors' annual report are full of detail and of a high standard. The governors' annual report, particularly, gives a good indication of matters dealt with in the past year and how they impact on the school. However, information on the professional development of staff and any consequent benefits for the school are not fully explained.
42. A number of parents indicated through the questionnaires that information about their children's progress was insufficient. The inspection team judged the quality of information to parents about their children's progress to be good, comparing favourably with other similar schools. There are ample opportunities for parents to speak to staff. Teachers are available at the end of the day. Appointments can readily be made for more formal matters. Consultation evenings are very well attended when personal interviews and general topics presented by the headteacher are very well received. Written reports are individual to the pupils, detailed and include some indication of levels achieved. Targets set and progress are shared with parents at consultation evenings. Parents are invited to comment on reports, but few take up the opportunity.
43. Parental contribution to their children's learning is good overall. The parents' meeting with inspectors indicated that the school has improved links with parents since the last inspection. This has had a positive impact on many parents' contribution to their children's learning. Good quality curricular information is sent out each term. The home/school agreement has had a very good response. Home/school reading records, however, are variably used and there is no active dialogue as a result. Nevertheless the school appreciates many parents' encouragement of their children's work at home, particularly in the Foundation Stage and in Years 1 and 2. Attendance at

occasional curricular meetings, for example a recent numeracy session, is encouraging. A loyal band of parents come regularly into school to help in lessons. Their service is valued and planned for. The inspectors agree with the number of parents who expressed concerns about homework. The school accepts there have been inconsistencies, which are already being dealt with and are addressed in the school improvement plan. There are already some improvements. Parents enjoy many opportunities to come into school. Large numbers attend class assemblies, special assemblies for the major festivals, concerts, parents' luncheons and many other events. Several repeat performances of concerts are given at Christmas to accommodate all those who wish to see them.

44. All parents are automatically members of the Parent, Teacher and Friends' Association. The working party is small, but hard working and an integral part of the school. Regular events, such as family discos, bingo sessions, Christmas and summer fairs are extremely well attended by extended family and friends in the community. The significant funds raised are donated for a good range of additional school resources. For example, open areas of the school have been made into more identifiable classrooms, reducing the intrusive noise from other classes and helping pupils to concentrate on their work. An interactive whiteboard is well used and more resources have been purchased for ICT. These efforts are greatly appreciated.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The leadership and management of the school are satisfactory, with some strengths and areas for improvement. There has been a significant turnover of staff, including changes of senior managers and administrative staff since the previous inspection, which has affected the pace of improvement. In addition the school has been without a deputy headteacher since the beginning of this academic year following the resignation of the previous post holder. This has been managed satisfactorily, but has impacted further on the overall leadership and management of the school. The headteacher provides strong leadership and firm educational direction, has a clear vision of where she is leading it, but has not communicated this effectively to all within the school community. There is insufficient clarity in the job descriptions for the assistant head, acting assistant head and curriculum co-ordinators to enable them to make as effective a contribution to school self-evaluation and review as they could. Whilst all curriculum co-ordinators have action plans to develop their subject areas, not all are based on thorough monitoring of their subjects to determine the key priorities for improvement with clear measurable outcomes.
46. A monitoring report from the local education authority before the current headteacher took up her appointment noted insufficient progress had been made in moving the school forward since the OFSTED inspection in 1997. In view of this the headteacher's priorities were to improve the quality of teaching and the curriculum. In both aspects she has had some success, with the unsatisfactory teaching remedied, the National Literacy and Numeracy Strategies implemented well and other schemes of work reviewed and updated. Several staff appointments have been made recently, which have strengthened the teaching throughout the school and are leading to a team with a shared commitment to improvement and with the capacity to succeed. During the period of high staff turnover, the headteacher has led by example, taking on additional responsibilities such as that of the special educational needs co-ordinator.
47. There are strengths in the day-to-day management of this fully inclusive school and the promotion of an ethos of care conducive to learning. The headteacher has also improved the day-to-day financial procedures which had weaknesses identified in the most recent auditor's report that had not been remedied since the previous visit. The headteacher has dealt with these issues effectively and there are now clear and rigorous procedures in use for all aspects of financial management. The day-to-day financial administration has also been improved and is efficient, although more could be done to take the responsibility for completing dinner registers away from class teachers to give them more time to concentrate on their pupils' learning.
48. There is a satisfactory programme for monitoring and developing teaching based on the school's policy for performance management. There has been some slippage in reviewing the targets set for staff owing to a team leader leaving the school and the need to train other staff to take on this role.

There are weaknesses in the monitoring of other aspects of the school, for example, in teachers' assessment files, in the setting of pupils' targets and following these through in the marking of their work. The analysis of pupils' performance in the 2001 national tests in English and mathematics was carried out by teachers who joined the staff in January 2002, but could have been completed earlier by other staff. The school is not yet tracking the progress of pupils from year to year effectively, as the data is still being collated. Taken overall, the school's monitoring and evaluation of its performance is not yet as effective as it could be, but has been hindered by the frequent changes of staff.

49. Several members of the governing body are fairly new to their roles, but all governors are committed to developing and supporting the school. Governors meet all their statutory requirements and monitor the work of the school through observing lessons, making visits, tracking standards and checking the progress towards completion of the school improvement plan. They have an effective committee structure with a cycle of meetings to feed information into the budget setting process and they monitor expenditure satisfactorily. The headteacher's termly reports to the governors are satisfactory and give a picture of events in the school, but there is insufficient emphasis on how successfully the school is working towards the targets in the school improvement plan.
50. At present the headteacher is acting as the school's special educational needs co-ordinator, a role previously held by a full-time teacher in the school. The governors had hoped to be able to appoint a Deputy Headteacher who would also be able to fulfil this role. Unfortunately, this had not been possible by the time of the inspection. The importance of the role in a school with a changing educational needs profile is recognised. Since the previous inspection there have been improvements in the identification of pupils with special needs and in the involvement of all teachers in writing individual education plans. The provision is being managed satisfactorily. All staff have been trained in the new Code of Practice and a revised policy is on course to be implemented in September 2002. There are some examples of good practice where teachers are using strategies to include fully those pupils with special educational needs.
51. The school is not planning strategically to make the most efficient use of its resources. The school improvement plan was considered to be good at the time of the previous inspection, covering a three-year period. The current school improvement plan covers a period of one year only and lacks clear, measurable outcomes by which the governors can measure the success of action taken in terms of the impact on pupils' attainment and standards. The plan is costed and satisfactorily linked to financial planning. The amount carried forward in the school budget from the previous financial year was too high; this was because the administrative assistant left the school at short notice, resulting in some difficulty in processing orders before the end of the financial year. The funding was earmarked for specific purposes, such as the extension to the school car park. The funding allocated for specific purposes such as staff development and pupils with special educational needs is used solely for the designated purposes. Management information systems are used well to aid the efficiency of the school. Information on pupils, finance, attendance, curriculum planning and assessment is stored on computers for ease of access and updating.
52. There are sufficient teaching and support staff for the number of pupils on roll. Despite the addition of the mobile classrooms, the accommodation is inadequate, leading to insufficient space in some classrooms for practical activities to be carried out efficiently and impacting negatively on the quality of teaching. There are insufficient books available in the library, both in quantity and range. The large apparatus for physical education is unsatisfactory, but this is already being dealt with. The resources for outdoor play in the Foundation Stage and the number of artefacts for history and religious education are inadequate.
53. The leadership and management of the headteacher and the support of the staff and governors have enabled the school to continue to move forward at a satisfactory pace during a period of high staff turnover. However, curriculum co-ordinators and other senior managers are insufficiently involved in rigorous monitoring of their subjects to be able to contribute fully to the drive to raise standards. Whilst most parents have every confidence in the leadership and management of the school, a small number of parents do not have such confidence.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to raise standards further and plan more effectively for the longer-term development of the school the headteacher and staff supported by the governors should:

i. * Raise standards of attainment, especially among more able pupils, by:

- raising teachers' expectations of these pupils;
- planning tasks which provide sufficient challenge in all lessons;
- placing more emphasis on the development of mental recall skills in mathematics;
- improving the range and quantity of library books;
- increasing the rigour in monitoring pupils' progress towards their targets for improvement; and
- monitoring teachers' assessment files more rigorously to ensure all pupils are being assessed often enough.

(Paragraphs 22, 25, 45, 52, 74, 75, 77, 79, 87, 90, 92, 95, 96, 97, 117, 121, 123, 126)

ii. * Develop the roles and responsibilities of curriculum co-ordinators and assistant heads to enable them to focus on teaching and learning through rigorous monitoring and evaluation procedures and so enable them to make an effective contribution to school self-evaluation by:

- providing training in the roles and responsibilities of curriculum co-ordinators and how to carry them out effectively;
- clarifying their roles, responsibilities and expectations in terms of pupils' attainment and standards; and
- ensuring action plans for developing subjects have specific outcomes linked to teaching and learning.

(Paragraphs 45, 48, 53, 75, 84, 94, 97, 107, 123, 128)

iii. Improve the strategic planning for the longer term development of the school by:

- extending the school improvement plan to include a framework for planning beyond one year;
- ensuring each priority for development has specific, measurable outcomes to help governors in monitoring the success of the plan;
- ensuring the school's budget plan is closely linked to the priorities for development each year; and
- including information on the progress and success of action taken in the headteacher's reports to governors each term.

(Paragraphs 49, 51)

iv. Improve the consistency in setting targets for improvement, homework and in the marking of pupils' work by:

- ensuring all teachers review pupils' targets at frequent intervals and set further targets when appropriate;
- implementing the school's homework policy consistently throughout all classes; and
- ensuring that the marking of pupils' work informs them of what they need to do to improve.

(Paragraphs 19, 26, 43, 48, 74, 75, 82, 84, 88, 127)

In addition to the key issues above, the governors should consider including the following areas for development in their action plan:

- implementing an agreed whole school programme for personal, social and health education;

(Paragraph 27)

- *improving the provision for outdoor activities for children in the Foundation Stage and increasing the number of artefacts for use in teaching history and religious education; and

(Paragraphs 16, 24, 52, 61)

- taking all steps possible to extend the accommodation in order to provide adequate library provision and sufficient space in all classrooms.

(Paragraph 52)

* denotes issues already contained in the school improvement plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

59

Number of discussions with staff, governors, other adults and pupils

29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	22	31	0	0	0
Percentage	0	10	38	52	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	272
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272

Number of full-time pupils known to be eligible for free school meals	10
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10

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	3
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3

Number of pupils on the school's special educational needs register	49
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English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

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	18	22	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	17	17
	Girls	21	20	22
	Total	39	37	39
Percentage of pupils at NC level 2 or above	School	98 (100)	93 (100)	98 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	16
	Girls	20	22	20
	Total	35	39	36
Percentage of pupils at NC level 2 or above	School	88 (100)	98 (100)	90 (100)
	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	21	21	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	19
	Girls	20	16	19
	Total	35	31	38
Percentage of pupils at NC level 4 or above	School	83 (86)	74 (61)	90 (88)
	National	85 (84)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	13
	Girls	21	19	20
	Total	36	33	33
Percentage of pupils at NC level 4 or above	School	86 (63)	79 (67)	79 (67)
	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	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	256
Any other minority ethnic group	4

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)	12.5
Number of pupils per qualified teacher	22
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	152

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001/2002
	£
Total income	590,371
Total expenditure	594,258
Expenditure per pupil	2,113
Balance brought forward from previous year	89,270
Balance carried forward to next year	85,383

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	285
Number of questionnaires returned	143

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	54	5	1	0
My child is making good progress in school.	36	54	7	1	1
Behaviour in the school is good.	33	57	8	2	0
My child gets the right amount of work to do at home.	23	55	16	4	2
The teaching is good.	34	57	6	1	2
I am kept well informed about how my child is getting on.	22	45	25	6	1
I would feel comfortable about approaching the school with questions or a problem.	48	41	6	4	1
The school expects my child to work hard and achieve his or her best.	50	45	3	1	1
The school works closely with parents.	30	51	13	6	0
The school is well led and managed.	36	44	10	6	2
The school is helping my child become mature and responsible.	31	59	6	3	0
The school provides an interesting range of activities outside lessons.	19	50	16	3	10

Other issues raised by parents

Twenty-seven letters were received, of which seven were very complimentary about the work of the school. No other issues were raised by a significant number of parents.

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

55. The provision for children in the Foundation Stage is satisfactory overall and is good for those children attending the early years part-time group each morning. The provision is similar to that found at the time of the previous inspection, although there has been an improvement in the curriculum and a refurbishment of the classroom. The recent Foundation Stage curriculum has been largely implemented, but does not provide sufficient opportunities for the children to learn through carefully planned play activities. Too many of the activities are led by adults, with insufficient opportunities for the children to choose for themselves where and how they work. The school acknowledges that this aspect needs further development and has a plan for this as part of its involvement in the 'Effective Early Learning' project. The arrangements for assessing the children's attainments have improved, are good, kept up to date and give a clear picture of the progress made by each child. The information is used effectively to set targets for improvement, which are shared with parents. Taken overall, satisfactory improvement has been made.
56. The children are taught in one large Foundation Stage unit by two teachers and three assistants. Two nursery assistants work with the children in the early years group each morning. These children are due for admission to Reception in September. The 39 reception age children split into two groups for many activities led by adults, but join as one large group when involved in other activities. The classroom is vibrant, attractive and has a busy atmosphere, which creates a good climate for learning. Standards of attainment on entry to the Reception class are in line with those expected for children of this age in most years, but in recent years there has been an increasing range of ability, with more children of below average attainment. There is a well-considered induction programme that includes visits to the school and a meeting for parents. The staff work well together as a team, which is to the benefit of the children.

Personal, social and emotional development

57. Most children are on course to reach the expected stage of development by the end of their year in Reception. This shows satisfactory achievement and reflects the good teaching in the early years group and the satisfactory teaching in Reception. All adults foster children's personal and social skills when opportunities arise. Children enjoy coming to school and leave their parents or carers happily at the beginning of the day. Staff deal sensitively with children who are a little tearful. When children are given the opportunity to make choices about their work they move around the class and change activities with assurance and initiate ideas. Relationships between the children are developing well. They work together in, for example, the vet's surgery role play area, where they take turns to be the vet, but do not show as much concern for the needs of others when involved in outdoor activities. The younger children are not sure how to ask when they want a turn on a bicycle being ridden by another child. The children take responsibility for tidying up at the end of lessons, in using the task board to find out which activity they are to do and in their personal hygiene. All adults have high expectations of behaviour and are very good role models in being considerate and demonstrating acceptable behaviour in the classroom. This means that the children are aware of the boundaries for acceptable behaviour and feel secure and comfortable within their class. Through the stories they hear and other experiences the children are beginning to understand different people's needs, cultures and beliefs. All adults work well together to ensure the classroom is a happy place where the children can grow in confidence.

Communication, language and literacy

58. Children achieve well. Most are on course to reach the expected levels of attainment by the end of the Reception Year, with a few exceeding these levels and working within the early stages of the National Curriculum. In both the early years group and Reception a wide range of stimulating experiences are provided to develop children's language and literacy skills. Snack time is used effectively in the early years group as a time to share news, develop speaking and listening skills

and extend each child's vocabulary. The children in the Reception groups spend a significant proportion of their time listening to their teachers and most listen attentively and wait for their turn to speak, but one or two still have difficulty in waiting for their turn. Most children speak clearly when answering questions within groups and show confidence in initiating conversation with other adults. Teaching of basic skills of literacy is good, as teachers are very secure in their teaching of phonics and early writing skills. In consequence the children gain confidence in their abilities as readers and writers and frequently use the writing corner and take opportunities for writing during role-play and when choosing activities. Appropriate elements of the National Literacy Strategy have been introduced and this is providing good preparation for future work. Most children know all single letter sounds and use their knowledge when writing words or sentences. More able children write their own stories, for example, the story of 'The Hungry Caterpillar', using some punctuation, writing some of the most commonly used words correctly and making good use of their knowledge of letter sounds to attempt unfamiliar words. The children are reading the early books from the school's reading scheme and more able children are beginning to learn how information can be found in the text to answer questions. They hold pencils firmly and most form recognisable letters, although not always correctly.

Mathematical development

59. Most children are on course to attain the expected standards by the end of the Reception Year, with a few likely to exceed them. The teaching is satisfactory and activities are leading towards the National Numeracy Strategy. Every opportunity is taken to reinforce counting skills in the early years group, such as when counting those wanting milk to drink. This is not so evident in Reception. The children in Reception can count reliably to ten, with more able children counting and ordering numbers up to 40. Most children recognise and write numbers to nine, but some reverse threes and sevens. They are beginning to apply their knowledge to solve simple problems such as the sum of money in a purse when two amounts are put in. Small whiteboards are used effectively for the children to work in pairs and tally the coins put in the purse to aid their calculation. The children's mental recall skills are developing well for more able children, but are slower for the majority. Activities in the sand and water are used effectively so children learn full, half full and empty and learn to sort containers according to size. They can name basic two and three-dimensional shapes, giving simple features. They use a computer program to create symmetrical shapes and this is followed up with other activities to reinforce the children's understanding. The interactive whiteboard was used effectively to show the Reception children how to use the program and this enabled them to work independently. The teaching assistant is deployed effectively to support the lower attaining children and this helps them to keep up and complete their work successfully. Overall achievement is satisfactory.

Knowledge and understanding of the world

60. By the time they reach the end of the Reception Year, most children are on course to reach the nationally expected levels of attainment in this area of learning. Teaching is satisfactory. Children are interested in the world around them and this is satisfactorily promoted through the range of opportunities, experiences and classroom displays provided in both the early years group and Reception. Children know that the special Christian book is the Bible and discuss the significance of events in stories such as Noah's Ark. The children's natural curiosity was evident when they were using small programmable toys. Having pressed the buttons to determine the route of the toy, they turned it over to see how it moved. They know the different stages in the life cycles of butterflies and frogs and study the tadpoles in the classroom with great interest as the legs begin to grow. They make butterflies, selecting the materials they wish to use and exploring ways of fastening the wings onto the bodies. Most complete the task successfully with a little adult support. They use computer programs to reinforce their understanding of life cycles, demonstrating their ability to access the program; they open it up, drag and drop pictures to sequence events in order. They can type in words or phrases to add further information to the pictures. In this aspect the children make good progress because the teaching is good. The children are developing a sound sense of time and place from studying past and present events in their lives, such as christenings and birthdays and features of the local area. From the range of experiences provided

and stories heard the children are beginning to know about their own culture and belief and how others may have different beliefs. Parents and visitors from other cultures offer good support for the school in this respect, which enhances the learning experiences for the children. The planning of activities in this area of learning does not allow sufficient opportunities for the children to investigate and explore for themselves and to initiate their own activities. When this did happen, the children took full advantage of the opportunities, thoroughly enjoying the experiences, as they were able to take their learning on to the next stage when they were ready. Achievement in this area of learning is satisfactory.

Physical development

61. By the end of the Reception Year, most children are likely to reach the expected levels of attainment. Teaching is satisfactory in both the early years group and Reception although the resources for outdoor activities limit the opportunities for imaginative outdoor play. The children do not have sufficient opportunities to learn out of doors and whilst a secure play area is available, the playground markings and range of equipment are barely satisfactory to encourage imaginative play. The staff do their best with what they have and the hall is used for activities such as dance. Children in the early years group pedal or propel themselves along in cars and on bikes and manoeuvre between cones safely. Some are not as aware of others when speeding down the playground towards the building. Children in Reception all go out to play at a set time and the resources are then inadequate for the number of children. When using the hall, the children move with confidence and imagination, for instance when pretending to catch a fish. They move into a space to begin their movement, but tend to move back to work close to their teacher, but do so safely. When working in the classroom they travel through or over the 'caterpillar' with confidence. Physical activities are followed by an appropriate period of cooling down, but children are not yet aware of what happens to their bodies when they are active. The children use a range of small and large apparatus with increasing control, for example pieces of jigsaws, scissors, construction apparatus and paintbrushes. They roll out play dough and can manipulate staplers and hole punches when joining materials together. Overall achievement is satisfactory. The school has recognised the need to improve outdoor provision and this is included in the current school improvement plan.

Creative development

62. By the end of their year in Reception, most children are likely to reach the nationally expected levels of attainment, having achieved satisfactorily. Children in the early years group use paint and develop their hand control as they experiment with brush strokes. In Reception the children have created their own animal masks and made models of animals, exploring the use of colour, shape and space, whilst reinforcing their learning about different animals. Children respect the range of musical instruments used to explore sound and to decide the most appropriate instruments to represent the three 'Billy Goats Gruff'. They wait patiently for their turn and beat, shake or scrape instruments to create the desired sound. Children respond satisfactorily to the opportunities to express themselves imaginatively and play imaginatively alongside each other in the role-play areas. Teaching is good in the early years group and satisfactory in Reception. There are opportunities for children in the early years group to develop their creativity in all sessions, but fewer opportunities in Reception. This was evident in the making of animal masks where all were of similar design and construction.

ENGLISH

63. Overall standards of work are average at the end of Year 2 and rise above average levels at the end of Year 6. There has been satisfactory improvement overall since the previous inspection. Standards in writing at the end of Year 2 have declined since the previous inspection but are now improving. The large turnover of staff in recent years has had a particular impact on some classes where temporary staff have been employed which has meant that some pupils have had more teachers than would be expected normally. There has also been an influx of pupils from outside the area as a result of school closures and this has affected the overall attainment of some year

groups. Standards in reading in 2001 compensated for lower standards in writing, where the proportion of pupils exceeding the level expected at the end of Year 2 and Year 6 was below the national average. Most of the current Year 6 pupils are achieving the expected level for their age in reading and writing and many are exceeding the expected level in their speaking and listening. Overall achievement is good, but is better for pupils in Years 3 to 6 than in Years 1 and 2, where it is satisfactory.

64. Pupils' speaking and listening skills develop well and are above those expected for pupils in Year 2 and well above that level by Year 6, where pupils are able to discuss confidently and explain what they have learned. They are able to discuss complex issues about religion and show a sound understanding of the study undertaken in history, which is impressive. In a Year 6 religious education lesson, speaking and listening skills were well demonstrated in a role-play discussion between 'Roman Catholics and Protestants'. Pupils are knowledgeable about the historical facts and able to interpret situations from their reading and express their views with confidence. In a Year 2 class some pupils had difficulty listening because their class mates often interrupted, but by the time they reach Year 6, they listen and respect the views of others and respond to them politely. Pupils talk confidently about the books they are reading at present and show knowledge of how and where to access information. In most lessons pupils are given opportunities to discuss in whole class and group situations. Where there is structure to the discussion, pupils listen carefully and take turns in speaking. Most pupils are very confident speakers but not always good listeners. Strategies employed by some teachers ensured that pupils listened carefully.
65. Standards in reading are above those expected of pupils by the end of Year 2 and Year 6. Most pupils in Years 1 and 2 are able to read the books in the reading scheme without too much difficulty and the progress of lower attaining pupils, including pupils with special educational needs, is satisfactory. The pupils in Year 2 are able to talk about their readers, show interest in the characters and have developed strategies for attempting to read unfamiliar words, such as splitting them into smaller parts. Pupils' research skills are well developed at an early age with pupils in Year 2 able to understand how to use contents and index pages to find out information. The books in class reading corners do not always encourage private reading as many are 'dog eared' and some texts are old. By the end of Year 6, most pupils are able to read at the level expected for their age or at a higher level. Their reading is, however, sometimes careless but when reading aloud they self correct and read accurately. Opportunities are provided for reading a range of texts, although personal reading for pleasure is constrained by the selection available in classrooms. Pupils' reading outside school is limited. They had difficulty remembering favourite authors or stories in Year 2 and have little real enthusiasm for reading outside the school environment. By the time pupils reach Year 6, they are able to discuss their reading and talk about their choices. They could name their favourite authors and gave reasons for their choices. They know how to use reference books contents pages and indexes and understand the purpose of a glossary. Pupils are able to access information from a variety of sources including electronic sources. They read texts and make relevant notes in order to complete their own written work. This was seen in several classes across the age and ability range, for example, pupils in a Year 3 class were seen taking notes when the teacher was explaining the purpose of the lesson, and to refer back to these notes during their activities. There is very limited space in the library for pupils to learn library skills, as the space is a resource base containing the computer suite and non-fiction texts. Some pupils do, however, use the mobile library van.
66. Pupils' writing skills in Year 2 and Year 6 are average for their ages, but not as well developed as their speaking and listening or reading skills. By the end of Year 2 most pupils understand that stories need to have a beginning, middle and end and have some understanding of setting, characters and plot. Spelling is satisfactory, with more able pupils making good attempts at writing unfamiliar words using their knowledge of letter sounds and spelling patterns. Simple punctuation is beginning to be used accurately. When writing the beginning of their space adventure stories, pupils write good introductions, using capital letters and full stops accurately, with some using capital letters and exclamation marks for emphasis. By Year 6, pupils write for different purposes, understanding how to organise their writing and use adjectives to add interest for the reader. Punctuation is often accurate and spelling is mainly correct, although some teachers do not place sufficient emphasis on accuracy in spelling. Pupils use cursive writing and

most use a pen for almost all their written work. There are some pupils whose writing skills are very well developed who produce lengthy pieces of writing for a range of purposes. Work seen in displays included extended writing and poetry as well as factual writing on a range of topics. Pupils have handwriting books to encourage the correct formation of letters and are taught a style of writing, which lends itself to being progressed to cursive writing. There were examples of progression in those pupils' books where teachers had indicated targets for handwriting and content. In books that had been less rigorously marked, there was not the same degree of progress.

67. The way in which topic work is linked with English effectively reinforces basic skills and is used to extend pupils' abilities to access information or to write reports. The work the pupils in a Year 6 class were doing in their history project on the Tudors provided a focus for research and note taking and extended their ICT skills. Where additional support is provided for pupils this is effective and good practice was seen in several classes where the support provided ensured that pupils with special educational needs were successfully included and made good progress. In a Year 6 lesson, support for pupils working on research ensured that they thought about what they needed to access and were able to make appropriate notes. The teaching assistant supported them well without giving the answers. Opportunities are given for a variety of ways in which pupils can produce evidence of what they know; for example, in writing in history and geography displays and in discussions in many lessons. Word banks have been posted on walls giving pupils the specific language associated with that subject. Some teachers are using writing frames to guide pupils' written work and opportunities are being created for pupils to extend their speaking and listening skills.
68. There is extra time given for reading, phonics and writing at morning registration, but the impact of this is sometimes lost when teachers have to collect dinner money purses, reply slips and letters. Some pupils have extra opportunities through the additional literacy lessons, but miss parts of other lessons in order to participate. Pupils also miss parts of literacy lessons as a result of instrumental tuition, which is organised on a withdrawal basis. The work missed is made up as part of homework or at other times.
69. The staff have all received additional training in the delivery of the National Literacy Strategy and this is impacting positively on some pupils' provision. Where teachers have adopted the methods advocated in the training to improve their teaching in foundation subjects, clear lesson objectives are displayed and reviewed at the end of lessons. Pupils are also involved in target setting and evaluating their work.
70. The quality of teaching in English is good overall, but is better in Years 3 to 6 than in Years 1 and 2. Teaching which was judged to be good or better catered for the needs of the pupils in the classes and provided a variety of teaching styles to ensure that pupils were interested and enthusiastic. A Year 5 lesson, for example, which was looking at persuasive writing and advertisements in particular, used a 'hot seating' exercise where pupils took the roles of client and advertising agencies. Their involvement and enthusiasm for the task were illustrated in the way in which they posed questions and responded to them. They displayed their knowledge of the topic in the introduction to the lesson and showed good knowledge of the media language associated with advertising, illustrating thorough prior teaching and learning. They were able to use language effectively to sell the products being advertised, showing some flair in their choice of words. Good use was made of ICT in teaching research skills and notetaking. Pupils in a Year 6 class used Internet links and CD Rom to access information. They made appropriate notes and downloaded extracts from the sites visited. Teaching which was satisfactory was well planned and prepared but lacked the level of challenge and pace seen in good or better teaching and too much direction from teachers sometimes limited the pupils' creativity. Some teachers evaluate their teaching and its effectiveness well and identify the areas that have been successful or highlight areas for improvement, but again this is inconsistent.
71. The quality of learning is good overall. Where learning is good the pace at which pupils are expected to work ensures that they are engaged. Interesting ways of working are introduced which improve their oral skills as well as reading and writing. Pupils have a clear focus, teachers' expectations are high and pupils respond positively to challenge. In one Year 2 lesson seen the

constraints placed upon pupils by the teaching methods employed meant they were not able to make the progress they could have with less direction and intervention from the teacher. These pupils were able to plan their stories and wrote imaginatively in the introductions, using appropriate vocabulary to good effect. There is no library system and pupils interviewed did not have knowledge of the filing system for either non-fiction or fiction, which constrained the opportunities for independent learning. The literacy co-ordinator has identified the need to improve the stock of class readers for older pupils so that classes can study the same text in more detail. In one lesson observed the photocopied sheets used, although enlarged, were not clearly visible to the pupils furthest away from the board. As this was used as a whole class reading aloud exercise some pupils were disadvantaged.

72. Marking of pupils' work is inconsistent. The best practice seen encourages pupils with positive comments that clearly identify the teacher's expectations of individual pupils, work is corrected and targets are set. Much of the marking consisted of comments which said work was 'good' and sometimes 'excellent' but did not identify what it was that had generated the comment; some work merely had a series of ticks. There is a reliance on worksheets, which does not encourage independence and does not provide opportunities for personal response. Although pupils are taught phonics there is little effort to use them in reading unfamiliar words; pupils using worksheets were seen copying words from the worksheets incorrectly and not reading what they had written to correct errors.
73. Pupils' attitudes were positive even where teaching was less imaginative. The behaviour seen was at least good and often very good without the necessity for teachers to intervene. Pupils worked without direct supervision and where support was provided were enthusiastic and engaged in their tasks. The presentation in books and on worksheets was variable and some pupils' books showed a lack of care in spelling and punctuation. Where teachers had remarked on presentation this was more consistent. Where spelling, punctuation and handwriting went without much needed comment the poor presentation persisted.
74. The assessment of pupils' progress is inconsistent between classes. Some teachers have good up-to-date records of pupils' progress and levels of attainment; in a small number of classes they are not so well maintained and insufficient information is recorded. The co-ordinator has analysed pupils' performance in national tests and is gaining an overview of standards and areas where further improvements can be made. As yet no opportunities have been made available for the co-ordinator to observe colleagues in all year groups, or to monitor pupils' work through scrutinising their books or the records kept by individual teachers. The co-ordinator has identified this as a priority to raising attainment. More able pupils are not always sufficiently challenged by the work given and targets are not regularly set or reviewed.
75. The leadership and management of the subject have not been developed. The post holder has been in place a short period of time and is awaiting planned in-service training for all subject co-ordinators to clarify the role and responsibility. The priority has been on improving the provision for pupils in Years 3 and 4 who have been particularly affected by the staff changes that have resulted in several different teachers teaching them over a short space of time. The school does not have a literacy policy to show how skills are to be developed through other subjects and this currently depends on the individual teacher's approach. In most classrooms efforts have been made to provide pupils with the language of the subject. A consistent approach to marking supports their practice and teachers correct grammar, spelling and punctuation, which promotes the pupils' rate of improvement. However, not all teachers do this in their marking and there is no uniform way of dealing with poor presentation, spelling or punctuation. Taken overall, improvement since the last inspection has been satisfactory.

MATHEMATICS

76. Standards of work in Year 2 are average and in Year 6 are above average. Since the previous inspection standards have been maintained for pupils in Year 6 but there has been a decline in standards from above average in Year 2. The reason for the apparent fall in standards can be attributed to a much higher percentage of pupils with special educational needs compared to

previous years. The school is on course to exceed its targets for mathematics. There is no significant difference between the performance of girls and boys.

77. Most pupils, including those with special educational needs, make satisfactory progress over time but progress overall is more rapid in the mixed Year 1/2 and Year 6 classes where there is challenging teaching resulting in good progress. In the other classes many pupils are slower to develop a ready facility with number. Mental mathematics sessions are too often taken at a slow pace. Not enough is done to speed up the pupils' use of or feel for numbers. There is some underachievement among more able pupils as there is little to challenge them.
78. Teachers are developing their expertise well in implementing the National Numeracy Strategy and the benefit to pupils is evident in the good rate of learning in some lessons. In addition, the analysis of test results and strengths and weaknesses identified are shared with the staff resulting in realistic targets being set. The grouping of pupils in Years 3 to 6 by ability is effectively used to improve the mathematical knowledge of all pupils.
79. By the end of Year 2, most pupils have a sound knowledge of the size of numbers and where they fit on the number line. Pupils in Year 2 count in twos, fives and tens confidently. The more able pupils know some multiplication tables off by heart, but a number of pupils still rely on finger counting. Most pupils in Year 2 are able to double and half numbers accurately. However, mental skills are generally underdeveloped. They are able to carry out simple addition and subtraction calculations. More able pupils have a good grasp of the relationship between addition and subtraction and successfully apply their knowledge that subtraction is the inverse of addition. In their work on shape, space and measurement, pupils tell the time on a twelve-hour clock using the hour, half-hour and quarter-hour. In problem solving standards vary. Most pupils recognise and describe the names of common shapes such as rectangles, circles and triangles and some are able to identify three-dimensional shapes such as cylinders, pyramids and cuboids. Most pupils use measuring equipment with increasing accuracy. In Year 2, for example, pupils were observed reading accurately a scale on a jug in litres and half-litres. A few of the more able pupils were able to measure to the nearest half litre. They have a good understanding of symmetry and most are able to recognise and sketch in lines of symmetry. The more able pupils are beginning to use mental strategies in solving problems. Mathematical skills are used well in other subjects. In history they use time lines and dates and in physical education they follow directions and turns. Pupils' mathematical vocabulary is generally good.
80. By the end of Year 6, pupils understand place value to 1,000 and above. They can multiply whole numbers by ten and multiples of ten. Most pupils add and subtract numbers to one decimal place accurately, writing their calculations on paper. More able pupils use all four number operations to two decimal places and are able to calculate fractions and percentages of numbers and quantities. They understand that multiplication is the inverse of division and use this to check results. Pupils are able to carry out calculations involving multiplying with two digit numbers. Most show ease with multiplication, ably demonstrating skills in splitting numbers. For example, in Year 6, pupils multiplied two digit numbers together correctly by a process of breaking these numbers down into sets for easier calculations. They work equally confidently with positive and negative numbers and create co-ordinates that they record on four quadrants. They have a good understanding of shape and space. For example, pupils are able to use their knowledge of angles to calculate missing angles on a range of shapes. In data handling they are able to interpret accurately pie chart information and record their results in fractions and decimal fractions. They are developing strategies for solving problems satisfactorily. For example, Year 4 pupils have learned to use a four-step approach which involves identifying the important parts of the information, choosing the appropriate calculation, carrying out the calculation and finally referring back to the problem. This process guides their problem solving work very effectively. Year 4 pupils also understand the principle of approximation and rounding to estimate the answer, although, using and applying mathematics is not a strong feature in all their work. Pupils learn to collect and record data. Most have used computer programs to produce graphs and charts from a database. They readily use this knowledge in other subjects. For example, pupils in Year 6 plotted a line graph with great accuracy, representing information on Tudor ships. From the data some pupils were able to make statements about the number of ships built in specific years and explain the connection between

wars with the French and the increase in ship production during those periods. Pupils are developing the ability to explain how they have arrived at an answer using the correct technical language.

81. The quality of teaching and learning is satisfactory overall. It ranges from very good to satisfactory. Teachers have benefited from additional training in the delivery of the National Numeracy Strategy and most have a secure understanding of the subject. Where the teaching is of a high quality the pupils are clearly informed of the learning objectives of the lesson. There is pace and the teachers communicate strongly to all the pupils an enthusiasm and expectancy of success in a supportive environment. The quality of questioning is high, allowing pupils thinking time to explain their methods of calculation. Throughout the lessons, the teachers are constantly assessing pupils' work and setting challenges, resulting in good progress. For example, in a Year 6 lesson pupils competently carried out a sequence of steps in problem solving activities of a challenging nature. Similarly in a Year 1/2 lesson on capacity, high quality skills were used in reading scales. Most pupils respond well to challenge and enjoy working hard. This results in good behaviour and positive attitudes to mathematics. They work independently without the need for adult supervision and also work co-operatively in pairs and groups. Relationships are good and create a positive atmosphere where pupils can join in class discussions with confidence.
82. Common features of the better teaching were good subject knowledge, well prepared lessons where the numeracy framework is used as a basis for planning, sharing the objectives with pupils and making good use of the sessions at the end of the lesson to assess learning and point up future goals. Where teaching is occasionally less effective, objectives are unclear and the pace slows at times, resulting in some pupils not always understanding the task and becoming bored and restless. Also, the plenary sessions at the end of the lesson are not always used effectively to provide pupils with sufficient information on what they have learnt and areas requiring further development. On these occasions pupils' progress is only satisfactory. Where homework is given it is effectively reinforcing learning. Marking of work, however, is only satisfactory in most year groups. Teachers' comments rarely focus on how work might be improved. There is a strong focus throughout the school on developing and consolidating the pupils' skills of numeracy in other subjects. There are examples of work on data handling in science, geography and history. The use of ICT is inconsistent. But in lessons where it is used, notably Years 1/2 and Year 6, it was an effective tool in developing pupils' mathematical skills.
83. Pupils with special educational needs are supported effectively, by means of grouping by ability. Target setting, where it is used, is an effective feature in helping to raise standards. Some teachers make use of the assessment information that is available but the practice is inconsistent, resulting in some pupils, notably more able pupils, being insufficiently challenged. There is overall effective use of additional staff who support the needs of the lower special needs pupils.
84. The subject co-ordinator offers a good model of teaching practice and is strongly committed to improving standards attained by the pupils. The co-ordinator is new to the role and is currently being supported by the headteacher. However, the co-ordinator is insufficiently involved in the monitoring of teaching and learning and assessing teachers' planning. Her management of the subject is currently underdeveloped. There is rigorous analysis of the National Curriculum test results and pupils' performance. However the use of assessment is not focused sufficiently on identifying pupils' individual strengths and weaknesses. Target setting is inconsistent and generally limited to what pupils are required to know and understand within a particular age group. The assessment procedures are not sufficiently guiding curricular planning and targeting rigorously the needs of all pupils, particularly the more able.

SCIENCE

85. Current standards of work in Year 2 are average and similar to those shown in teachers' assessments in 2001. Standards appear to have declined from those in 1998 and 1999, which were above the national average, but in fact reflect a year group of lower overall attainment, owing to a higher proportion of pupils with special educational needs than is usual. Pupils are clear about the concept of predicting outcomes and are able to record their results, for example, when

beginning an investigation to discover if plants need soil to grow. They show a good understanding of applying a fair test and predicting what they think will happen. Pupils speak confidently about what they are doing and think logically about their investigations. By Year 6, current standards of work are average and show improvement over those in the last three years where the proportion of pupils exceeding the level expected for their age was significantly below the national average and led to below average standards overall. This improvement has been brought about through the good teaching, higher expectations and improved rate of progress in Year 6.

86. By the end of Year 2 pupils make predictions and comparisons and understand the importance of a fair test in their investigations. They learn about materials, forces and sound and acquire a satisfactory body of knowledge. They know, for example, that some materials change from solids to liquids when heat is applied and that pushes and pulls are forces that cause objects to move. They understand the need for a healthy diet and use their numeracy skills to include bar charts to show which foods are eaten on Saturdays. In Years 3 to 6 pupils satisfactorily extend their knowledge of materials, physical processes, life processes and living things and develop their experimental and investigative skills, for example when they investigate elasticity and absorbency. Pupils have satisfactory knowledge of solids, liquids and gases and understand that some metals are better conductors or insulators than others. They can devise their own experiments, for example when working out how to conduct a fair test to determine acids and alkalis. They have good knowledge of the human skeleton, identifying and naming the bones accurately.
87. Taken overall, pupils achieve satisfactorily over time in the school, including pupils with special educational needs. Sound use is made of assessment and in the best lessons influences the planning by identifying areas needing improvement. Work is assessed at the end of each theme and plans are being made to introduce pupils' self-assessment at the beginning and end of themes. A variety of investigations are carried out by pupils of all ages, but they have insufficient opportunities to extend the range of scientific enquiry and the school has identified the need for staff training in this area. Together with plans to introduce target-setting, these developments have the potential to improve standards.
88. Teaching is satisfactory overall, with some good teaching in Year 6 where lessons are conducted at a lively pace that carries pupils eagerly along in their learning. Teachers use their sound subject knowledge to plan well and to promote good thinking through well directed, probing questions. Teachers manage pupils' learning and behaviour well through skilful use of praise and a variety of teaching methods that use questions, computers, flip charts and clear explanations. Pupils are interested in their work and mostly they concentrate well. Pupils' work is frequently marked but the quality of teachers' comments is variable. These do not always help pupils to see clearly how they can improve further. However, in some classes, marking requires pupils to discuss aspects of their work with the teacher and this constructive interaction in the marking process assists learning.
89. The management of the subject is satisfactory and there has been sufficient improvement since the previous inspection considering the levels of attainment and progress seen. Some monitoring has helped to identify weaknesses in teaching and resources. These are being addressed or there are plans identified in the subject action plan to do so to ensure that standards continue to rise.

ART AND DESIGN

90. Standards of attainment are average at the end of Year 2 and Year 6 and have been maintained since the previous inspection. Achievement is satisfactory for most pupils and is good for a few lower attaining pupils who show artistic talent. Pupils with special educational needs make similar progress to their peers. The scheme of work has been updated and improved since the previous inspection and provides for the systematic development of pupils' knowledge and skills over time in the school. The effective use of sketchbooks, noted in Year 6 at the time of the previous inspection, has been extended to all year groups. This provides a good means of checking pupils' progress, but too often the work is not dated. The weakness in providing opportunities for pupils to decide what they paint in Years 1 and 2 has been remedied. There are good links between work in art and design and other subjects, for example, history and science. In a very good lesson in Year

6, for instance, pupils used pictures of Henry VIII as a stimulus for creating silhouettes depicting the king as a powerful person. The pupils worked hard cutting out the sections of black paper very carefully and selecting the colours of tissue paper thoughtfully to give the desired effect. This lesson successfully reinforced previous learning in both subjects.

91. Pupils satisfactorily develop their skills in drawing, painting, model making and use a good range of textiles in their work. By the end of Year 2, some lower attaining pupils make good attempts at completing a portrait, having been given a picture of half a face. Their pictures show good shape and close observation as facial features were the same size and shape and hair colour well matched. The work of higher and average attaining pupils did not show such close observation and attention to detail. Pupils understand how primary colours can be mixed to give secondary colours. They have successfully made clay tiles and used 'tie and dye' techniques to create fabric patterns. They create their own eye-catching pictures based on Aboriginal art, using cotton wool buds to apply the paint in small dots.
92. Progress continues steadily in Years 3 and 4, but improves in Year 5, where work in pupils' sketchbooks is usually dated to show the rate of improvement. In Year 6, all pupils make satisfactory progress, although work is not always dated and a few potentially talented artists are not always given sufficient opportunities to plan their own approach to their work. Pupils have a sound understanding of the work of different artists and the techniques used in their work, for example, Picasso and cubism and Seurat and pointillism. The Year 6 pupils are currently making good quality Tudor tapestries using a range of different textiles and stitching to their individual designs. The strength in three-dimensional work evident at the time of the last inspection has been maintained. Year 3 and 4 pupils sculpted bodies to be made into mummies as part of their topic on Ancient Egypt. In addition wire frames have been used successfully as a basis for making models of people in action. Pupils use ICT to support their learning. For example, they have designed bold graphic pictures based on the work of Mondrian.
93. Teaching and learning are satisfactory overall and are good in Years 5 and 6. An example of very good teaching in Year 6 was characterised by the thorough preparation; sharing the purpose of the lesson with the pupils so they knew exactly what they had to do; the demonstration of how to approach the task; and the teacher's secure subject knowledge. Good support and advice were given to pupils where necessary. This ensured all pupils made good progress and also maintained the pace of the lesson. Problems that arose were shared with the class and ways of solving them explored. Although all pupils used the same technique, pupils could decide on the content of their work, allowing them to develop their own creativity. Appropriate attention is given to health and safety issues such as when using knives to cut clay and paper. Pupils in Year 2, however, did not wear any protective aprons when painting. In satisfactory lessons it is the pace which is not as brisk. The weakness identified in the previous report has been remedied.
94. Visiting artists and the art club enhance the curricular provision and add further interest for the pupils. Through the contribution of a Ghanaian visitor, pupils increased their knowledge of fabric printing and the techniques used such as batik. The leadership and management of the subject are satisfactory. Standards are monitored through classroom displays and samples of work collected for the school portfolio. However, the samples of work are not annotated to show what pupils have achieved and do not show the National Curriculum level necessary to help teachers in their assessments of pupils' attainment. Overall improvement since the previous inspection is satisfactory.

DESIGN AND TECHNOLOGY

95. Standards of work by Year 2 and Year 6 are average, but some of the work represents model making rather than design and technology. Standards have been maintained since the previous inspection. From Year 1 to Year 6, pupils with different learning needs and levels of attainment make satisfactory progress and achieve satisfactorily. There is no difference in attainment between boys and girls or between pupils with special educational needs who make the same rate of progress as their peers.

96. One lesson was seen and the teaching was satisfactory. Discussions with staff and a scrutiny of records and photographs indicate that overall teaching is satisfactory. Throughout the school, sound use is made of recording booklets where pupils summarise their design ideas and decide what has worked well and what they feel could be improved. Following each project, teachers complete evidence collection sheets as they reflect on the work that has been done. These help the co-ordinator to maintain a view of the work being done throughout the school. From Year 1 pupils learn to use different materials to make products. They learn sewing and joining techniques to make puppets and explore the design and construction of mechanisms that will wind up, for example, an axle fitted with cord and a weight that has to be fixed so as to enable it to run smoothly. Junior pupils make a lighthouse using a torch, make musical instruments and make a wattle and daub panel for a Tudor house. Whilst pupils enjoyed the making of gliders, a kit was used and pupils' contributions were judged by teachers to be at a low level. This is model making rather than design and technology.
97. Management of the subject is sound and improvement since the previous inspection is satisfactory. No formal arrangements exist for monitoring the teaching, although the evidence sheets completed by teachers after each section of work keep the co-ordinator informed of the work done and help to identify strengths and weaknesses to assist future planning. There is little knowledge of best practice in teaching the subject in order to improve the provision, help teachers discriminate more between designing, making and evaluating and inspire the raising of standards in this school.

GEOGRAPHY

98. No lessons were taught in Years 3 to 6 during the inspection as the current focus is on history. In Years 1 and 2 geography forms part of topics and the time spent observing teaching was insufficient to make a secure judgement. However, from the scrutiny of pupils' work, discussions with the co-ordinator and with pupils about their work and displays around the school judgements can be made.
99. Standards of work are average at the end of Year 2 and Year 6 and have been maintained since the previous inspection. Whilst pupils' achievement is satisfactory overall, it varies between classes and year groups. Pupils with special educational needs make similar progress to their peers. The leadership and management of the subject are good, have led to enhancement in the range of learning experiences for pupils and a good overview of standards throughout the school from scrutinising pupils' work to identify key areas for improvement and putting together a portfolio to support teachers' assessments. The latest development is in establishing links with a school in a significantly different geographical area to Burntwood. There is a good action plan for 2002-3, based on a thorough review and evaluation of the previous plan.
100. By the end of Year 2, the pupils are acquiring sound knowledge of other countries and locations through their 'Barnaby Bear' project, following the journeys of the toy bear as he accompanies pupils and other people in the local community on holidays and visits. Through this project pupils have acquired knowledge about Portugal, China, France and Iceland. They have developed fact files about the countries and are beginning to compare and contrast geographical aspects such as the climate, housing, transport and currency. More able pupils research in greater depth using computers and are sufficiently challenged. From their study of Iceland pupils found out the temperatures are not as cold as they had expected. The scrutiny of pupils' work showed greater coverage of the subject and better progress in the Year 1/2 class than in the Year 1 or Year 2 class. There is good emphasis on the development of pupils' mapping skills, beginning with maps of the local area and moving on to placing capital cities on maps of the British Isles and Europe.
101. Pupils continue to make satisfactory progress in developing their skills in Years 3 and 4, although progress varies between the classes in these year groups. Pupils make better progress where the marking of their work informs them of what they need to do to improve and their teachers expect them to take care in spelling words they know accurately, to present their work neatly and to complete it satisfactorily. Throughout Years 3 to 6, the pupils make good use of their literacy and numeracy skills to support their learning in geography, for example, producing 'Welcome to

France' booklets and drawing graphs to compare daily temperatures in London and Marseilles. By the end of Year 6, the pupils have a secure understanding of different settlements and why people may choose to live in different places; of the water cycle and the formation of rivers. They can identify physical features from Ordnance Survey maps and aerial photographs and understand the use of map symbols and grid references. Pupils' enquiry skills develop well through, for example, their study of India and in particular the area around Bombay. They give good accounts of the similarities and differences between Bombay and Burntwood. They can name the main mountain ranges and rivers in the countries studied, name the continents of the world and discuss countries currently in the news. Field trips, visits and visitors to the school effectively enrich the learning experiences for the pupils.

102. The scrutiny of pupils' work indicates teaching to be satisfactory overall and good in classes where teachers have high expectations of their pupils. The scheme of work provides for the systematic development of pupils' skills, knowledge and understanding as they move up through the school. There is no evidence of unsatisfactory teaching as was the case at the time of the previous inspection and tasks are often set at different levels of complexity. The use of ICT is planned into lessons, for example in Year 6, where pupils combined pictures and text when describing the course of the River Severn from source to mouth. Overall, progress since the last inspection has been satisfactory.

HISTORY

103. It was only possible to observe two lessons during the inspection period, but from a scrutiny of pupils' work, teachers' planning, work on display and discussions with pupils and with the curriculum co-ordinator, judgements can be made. Standards of work by the end of Year 2 and Year 6 are average.
104. There has been satisfactory improvement since the previous inspection. Progress in pupils' learning is sound throughout the school, including that of pupils with special educational needs and overall achievement is satisfactory. By the end of Year 2, pupils have studied houses and toys and can make comparisons with the present day and their own experience. By the end of Year 6, pupils have studied the Victorians, the ancient Egyptians, the Greeks and the Tudors and have satisfactory levels of knowledge and can compare aspects of daily life in different periods in history. The use of time lines is evident throughout the school to help pupils see where events fit in over time.
105. The quality of teaching is at least satisfactory. History themes are effectively linked to work in other subjects such as mathematics or English and increase historical knowledge but also reinforce literacy and numeracy skills. For example, a Year 6 class works on the ages of Henry VIII's wives to calculate their ages at marriage, the length of their marriage and how long they lived. In a literacy lesson the same pupils use secondary sources to locate information on a Tudor character and use the Internet to locate required facts.
106. The planning of lessons is sound and enables pupils to make satisfactory progress in their learning. The marking of pupils' work supports their learning and progress. Numerous displays in classes and around the school also support learning and keep the study of history in constant focus. In Years 3 and 4, pupils study mummification and the grisly details have them enthralled. An opportunity to challenge all pupils is missed, however, when they have to arrange the sequence of events in the process of mummification in order and the teacher gives many prompts and clues and does not allow pupils to think and recall on their own what they have been taught. Throughout the school pupils show enthusiasm for the subject and show understanding when they discuss their work.
107. The management of the subject is satisfactory. Enthusiasm for history topics is evident throughout the school and resources are being developed. There are insufficient artefacts and this has been identified as a priority by the co-ordinator who has also undertaken recent training in using artefacts in teaching history. Pupils' work is monitored each term but there is no monitoring of teaching. Visiting drama groups have presented the Tudor and Victorian days, which has

enhanced pupils' learning by bringing history to life.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. Standards of work in Year 2 and Year 6 match those expected nationally. This shows good improvement from the below average standards found at the time of the previous inspection. From Year 1 to Year 6, pupils now make sound progress and achieve satisfactorily, including those with special educational needs. The improvement since the previous inspection is due to the increased resources, the establishment of a computer suite where skills can be taught to whole classes and the training currently being undertaken by all teachers. The new technology resources necessary for teaching ICT skills have only recently come into use following numerous technical difficulties. Efficient use is now being made of the computer suite to fulfil the requirements of teaching the National Curriculum programme of study, but it will take longer for the full benefits to become evident in pupils' attainments.
109. The teaching and pupils' learning are satisfactory overall and are good in Year 6 where teachers are more secure in their subject knowledge. Teachers are currently being trained in the use of the new technology and their knowledge, skills and confidence in using it are improving. In Year 1 pupils know how to log on to the system and open the required program. In a Year 1 lesson, they type text and enhance it with the use of capital letters. They are learning these skills in support of a literacy lesson. They know how to backspace as they edit their work and are confident in their use of the keyboard and the mouse. Pupils in Year 2 use a control program to set up a list of instructions for the movements of the on-screen roamer'. Pupils can keep a record of the 'roamer's' movements. Most pupils make satisfactory progress with this task that is challenging for their age and current level of ICT capability. Year 6 pupils use graphic modelling to plan a Tudor great hall or castle. Their skills enable them to use geometric tools to create objects that can be manipulated. Pupils behave and respond well in lessons, listen carefully to instructions and treat equipment with care and respect.
110. Throughout the school ICT is used to support other subjects especially literacy and numeracy. Subjects such as science are also supported by the use of ICT, for example, in recording their findings from an investigation of acids and alkalis on a spreadsheet. In a mathematics lesson seen, pupils also used a spreadsheet to show age calculations and information about the wives of Henry VIII. A display in the ICT suite shows how Year 3 and 4 pupils have successfully used the Internet to research life in ancient Egypt in support of their current history theme. Graphics programs are used confidently to create pictures, for example in the style of Mondrian.
111. The management of the subject is satisfactory. Hard work has been done in the face of delays and technical difficulties to ensure the teaching of basic skills, to provide support for other subjects and to provide training for staff. Areas for future development for example, the use of e-mails and the best ways to use classroom computers, have been identified in the ICT development plan following a thorough audit. Monitoring has included a school self-review undertaken by staff and some pupils and time spent by the co-ordinator scrutinising new planning for the two-year cycle. A good selection of software exists, but there is insufficient software to teach all elements of control. The school has recognised this and has already made plans to purchase additional resources.

MUSIC

112. Standards of work are average by the end of Year 2 and Year 6. This judgement shows that standards have been maintained for pupils in Year 2 but standards have not been sustained for pupils in Year 6 since the last inspection. This is partly due to the changes in staff. However, the school has taken steps to maintain the good provision, including the appointment of a part-time teacher with specialist music skills who provides opportunities for staff to observe good practice in teaching and in the implementation of national guidelines for systematically developing pupils' skills and knowledge. These initiatives have resulted in raising the expertise and confidence of most staff.

113. By the end of Year 2, pupils sing clearly and in tune. They perform well together in singing practice. In a Year 2 lesson they sang their magic machine song, from memory, generally keeping good time. They are developing an awareness of musical elements such as loud and quiet, fast and slow and how the quality of sound can be altered by, for example, striking a tambour with different textured beaters. The majority of pupils can remember and repeat a simple pattern by clapping correctly and keeping to the beat. Using untuned percussion instruments, they make up their own short rhythm and sound patterns and are developing an awareness of music being played at different speeds. However, composing is at an early stage of development.
114. By Year 6, pupils demonstrate a good understanding of specific vocabulary, such as pitch, dynamics and tempo. The majority of pupils have average skills in listening and in appraising and performing music, being able to identify some of the instruments being played in an orchestral arrangement. They are able to perform their own rhythmic patterns using a range of percussion instruments. Skills in composing are underdeveloped and the quality of this element of the curriculum is inconsistent across the age range. In singing, progress is satisfactory. Most pupils sing in tune and in time but with little expression.
115. A significant minority of pupils benefit from specialist instrumental tuition. Their attainment is good. Most can sight read formal notation skillfully and confidently play their chosen instrument with a degree of competence. These skills, which are developed in their instrumental lessons, have some impact in class lessons. For example, in a Year 6 lesson pupils who are learning to play the keyboard demonstrated their skills when accompanying a tape of 'Greensleeves' which involved using formal notation. They are developing satisfactory listening skills. Pupils listen to a variety of music, which includes music of other cultures and times, an improvement since the previous inspection. Overall progress and achievement are satisfactory for pupils of all abilities, including those with special educational needs.
116. The quality of teaching and learning seen during the inspection was good, but only teachers with specialist music skills were observed. Strengths include the teachers' very good knowledge of the subject, focused questioning and precise use of technical language. For example, in a lesson in Year 2, the teacher, using his own voice, explored the meanings of dynamics, tempo and performance and this greatly enriched the pupils' learning and their own performances. Other strengths included the very good management of the pupils' behaviour, warm relationships, good links with previous work and the careful drawing out of the pupils' responses, which significantly aided their awareness and appreciation of music. There was a good pace to the lessons and many practical opportunities for pupil involvement. Teachers evaluated skillfully what the pupils were able to do and ensured that pupils improved on their earlier performances. They pointed out the reasons for carrying out an activity, for example, "We are evaluating so that when we are performing next week we will use the same criteria." Overall, more able pupils are fully challenged in these class lessons. Links with other subjects are well planned, for example when performing the song 'Greensleeves' pupils discussed its Tudor origins and some of the characteristics of early English madrigals and the types of musical instruments that were played in that period. Learning is fun and this contributes strongly to the pupils' very positive attitudes, behaviour and good relationships.
117. Leadership and management of the subject are now good, but will take longer to influence standards at the end of Year 6. The co-ordinator has put in place a good action plan, outlining what needs to be developed. The curriculum is planned well, contains clear objectives for each year group and includes an emphasis on developing the pupils' skills as they progress through the school. However, assessment procedures and the use of ICT are areas for development to raise standards further. The subject has a valued place in the school's curriculum and now makes a good contribution to the pupils' wider learning experiences of different cultures.

PHYSICAL EDUCATION

118. During the inspection no lessons in Year 2 were observed and only one gymnastics lesson was seen in Year 1. There is, therefore, insufficient evidence to form a judgement on teaching, learning and attainment of pupils at the end of Year 2. A scrutiny of the school's schemes of work and

teachers' planning indicates that sufficient time is allocated to all aspects of the subject and the appropriate skills, knowledge and understanding are being developed in Years 1 and 2. In Years 3 to 6, lessons were observed in dance, games, gymnastics and swimming. By the end of Year 6, standards are average and pupils' achievement is satisfactory. Pupils of all levels of attainment make satisfactory progress overall and standards have been maintained since the last inspection. Pupils with special educational needs make a similar rate of progress to others in their year groups.

119. The majority of pupils understand the need for a warm up activity. They understand the need for safe working and comply with the regulations about removing jewellery and wearing appropriate clothing. They understand the importance of physical activity in keeping healthy.
120. By Year 6, the skills of spatial awareness and different ways of travelling and turning developed in gymnastics are effectively used in games. They respond well to changes in speed and direction. Standards in striking and sending a ball improved in their rounders and tennis lessons. Pupils become increasingly more adept in ball skills and develop a sound understanding of the strategies associated with attack and defence games. Some Year 6 pupils demonstrated above average skills in serving and returning the ball in their tennis lesson. In dance pupils in Years 3, 4 and 6 demonstrated overall satisfactory skills. They improvise and combine movements creatively. Using Tudor-style music, pupils from Year 6 created sequences, which they were able to repeat, responding well to changes in rhythm. They are developing their skills and experience satisfactorily in assessing their own and other pupils' performances. By the end of Year 6, a minority of pupils have developed above expected standards in movement skills, demonstrating precision, control and fluency.
121. The quality of teaching seen was satisfactory overall, but with examples of good and very good lessons in Years 5 and 6 respectively. Most lessons are planned carefully and include opportunities to warm up and cool down. The better teaching is characterised by good subject knowledge, very good management of pupils, demonstrations of correct technique and effective feedback to pupils on their performance. For instance, in a Year 6 dance lesson the teacher challenged the pupils to create their own Tudor dances providing clear and manageable criteria. Opportunities were provided for pupils to view performances of each group. This involved pupils in carrying out good quality evaluations, resulting in most pupils improving their dance skills. In the less effective, although broadly satisfactory lessons, weaknesses in organisation resulted in pupils not working as hard as they should. They did not make enough progress in group tasks, as they were not consistently challenged to improve their skills. Most pupils display good attitudes towards their work and this enables them to learn effectively. They enjoy the subject, get changed quickly for lessons and respond immediately to instructions. In all lessons, when given the opportunity, they try very hard, are prepared to demonstrate their skills and respond well to suggestions for improving their performance. Teachers are very skilled at providing opportunities for links with other subjects. For example, two pupils unable to participate in a games lesson provided written evaluations of pupils' skills in serving and returning a ball in tennis, sharing their observations with the class at the end of the lesson.
122. There is a wide range of sporting activities out of school open to both sexes. They are well organised and popular, making a good contribution to the quality of pupils' learning. The pupils regularly take part in competitions against other local schools. Throughout the school year there is swimming provision for Years 3 and 4. By the time they leave the school most pupils can swim at least 25 metres as the provision for swimming is good.
123. The subject is managed effectively. There is a policy and scheme of work that closely match the statutory requirements. However, there has been little formal monitoring of teaching in order to raise standards, particularly for pupils in Years 1 and 2. Resources are satisfactory overall, but there is shortage of suitable apparatus for gymnastics. The school is aware of this and new equipment is on order. The school has a high quality adventure playground and fitness trail which are well used by all the pupils and has overcome the weakness in provision for outdoor and adventurous activities identified in the previous report. Satisfactory improvement has been made since the last inspection.

RELIGIOUS EDUCATION

124. Current standards of work are in line with the expectations of the locally agreed syllabus by the end of Year 2 and rise above them by the end of Year 6. Pupils achieve satisfactorily in Years 1 and 2 and well in Years 3 to 6, where overall teaching is good. Pupils with special educational needs make satisfactory progress. Standards by the end of Year 6 have improved since the previous inspection and there has also been some improvement in the overall teaching and pupils' learning, which are good, although better in Years 3 to 6. Some pupils' learning in Year 6 is very good. This represents good improvement since the previous inspection.
125. A collection of photographs of the visit of the local church's curate 'performing' a baptism gave the Reception class pupils an opportunity to experience what baptism is and how it forms part of the beginning of a member of the Christian church's life. Their word-processed captions for the photographs and drawings of the occasion showed they had learned about baptism. They understood the reason for baptism and were able to recall the service and how it had been conducted. By the end of Year 2, pupils have sound knowledge and understanding of Christian festivals and celebrations, such as Christmas, Harvest and marriage. They took part in a 'wedding ceremony' conducted by the local vicar and such practical applications of 'celebrations' have given pupils a lasting impression, which they are able to recall with ease. A church visit has been made and it is hoped to broaden this experience for pupils to other places of worship to reinforce their knowledge of other major world religions such as Sikhism. Pupils can recall some Bible stories, such as Noah's ark and give their views as to why God sent the flood.
126. By the end of Year 6, pupils have good knowledge of faiths in addition to Christianity, including Hinduism, Sikhism, Islam and Judaism and can make comparisons of the faiths studied on the impact on people's daily lives. Some pupils in Year 6 have clear understanding of the issues surrounding bigotry and religious discrimination. Teachers vary the ways in which they teach the subject. Some have a more interactive approach and some make extensive use of prepared worksheets that do not provide sufficient challenge for more able pupils. The use of worksheets is more extensive in Years 1 and 2 where teaching is satisfactory, although some teachers in Years 3 to 6 classes place a reliance on them. The best practice seen involved pupils in role-play. A Year 6 class seen had a convincing discussion of the differences and similarities between the Roman Catholic faith and that of Anglicans. Anybody entering the lesson after it had begun could have been mistaken in thinking that there were Roman Catholics and Protestants with entrenched views in the room because their role-playing was so convincing. This was also related to their study of Henry VIII and his break away from the Church of Rome. Pupils in a mixed Year 3 and 4 class were able to recall with confidence their prior knowledge of the Hindu faith, remembering the names of the various gods within the religion and what they symbolised.
127. In work seen teachers' marking is often superficial and sometimes almost non-existent. Too often comments on pupils' work, when they are made, focus on effort and not on knowledge gained or what pupils have learned. Good practice was evident, however, in some pupils' work where the teacher corrected misunderstanding and encouraged and provoked thinking. There is a reliance on worksheets which does not give pupils the opportunity to explore their own ideas. This is also evident in the similarity of content in some of the pupils' work, especially in Years 1 and 2. There is no formal assessment of pupils even though there is an assessment guide in the agreed syllabus.
128. The management of the subject is satisfactory, but the leadership role is undeveloped at present. There are plans identified in the school improvement plan to ensure that all subject co-ordinators receive training in preparation for fulfilling their roles more effectively. The present post holder is in a temporary position and has begun to improve the stock of artefacts used to assist in teaching. The co-ordinator has also had the opportunity to examine pupils' books and has recognised the need for a more consistent approach across year groups in terms of the content and the progression through the syllabus. The programmes of study are set out in the syllabus with guidance and advice on approaches to teaching that might be used. There is a tracking sheet available to ensure coverage across year groups. 'Steps' are also identified to help teachers

assess pupils' progress as they move up the year groups, but these are not being used.