

INSPECTION REPORT

WARLEY INFANT AND NURSERY SCHOOL

Oldbury

LEA area: Sandwell

Unique reference number: 103963

Headteacher: Miss Marilyn Brookes

Reporting inspector: Mrs Julie Moore

Dates of inspection: 29th April – 1st May 2002

Inspection number: 195994

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 Nursery

School category: Community

Age range of pupils: 3 to 7

Gender of pupils: Mixed

School address: George Road
Oldbury
West Midlands

Postcode: B68 9LN

Telephone number: 0121 422 2886

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Appropriate authority: Governing Body

Name of chair of governors: Mrs Val Heaton

Date of previous inspection: 30th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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8710	Julie Moore	Registered inspector	Mathematics Music Physical education Religious education Foundation stage curriculum	Characteristics of the school Standards, the school's results and pupils' achievements Teaching and learning What the school should do to improve further
3129	Kevern Oliver	Lay inspector		Attitudes, behaviour and personal development How well the school cares for its pupils How well does the school work in partnership with parents
3751	Trudy Cotton	Team inspector	English Art and design History Equal opportunities Special educational needs English as an additional language	
8326	John Stringer	Team inspector	Science Information and communication technology Design and technology History	Curricular opportunities

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Warley Infant and Nursery School is situated in the residential area of Oldbury in the West Midlands. It is about the same size as many other primary schools. The school is due to be re-housed on a different site in 2003. Currently, there are 75 boys and 101 girls in the main school, and 72 part-time children in the nursery. Pupils are taught in six classes, with two nursery classes. Most of the children live in the area around the school, which is a mixture of rented or owner occupied properties. When the children join the nursery many of them have considerably lower standards than other children of the same age across the country. A minority of the pupils speak English as an additional language (six per cent), and three pupils are at an early stage in speaking English. Most pupils have White UK heritage and 11 per cent of pupils have a different heritage. This is above average nationally. The ethnic backgrounds of these pupils include Black Caribbean, Black, Indian and Pakistani. Eighteen per cent of pupils have special educational needs, which is about average. The percentage of pupils known to be eligible for free school meals is above average.

HOW GOOD THE SCHOOL IS

The school is doing an acceptable job in educating its pupils, and it is poised to move forward rapidly. The very new headteacher has a firm grasp of what needs to be done if the school is to progress further. Staff, governors, parents and children all want to do well and there is a strong team spirit. Standards are above average in science, geography and art and design. They are below average in English, mathematics and information and communication technology (ICT), and they are average in the rest of the subjects. Teaching is good, and many pupils make good progress from the nursery onwards. The school is managed well, and all the pupils are fully included in every aspect of its day-to-day life. The school provides satisfactory value for money.

What the school does well

- Pupils are making very good progress in science, geography and in art and design where standards are above average.
- Good progress is made in reading.
- Pupils want to come to school and they have very positive attitudes all round. Relationships are very good.
- There is a strong team spirit, and everyone is determined that standards will improve.
- The school nurtures a love of learning, and it values the contribution of pupils and their families.

What could be improved

- Standards in English and mathematics are too low. The higher and lower attaining pupils could do better.
- The school is not meeting the requirements for ICT and standards are too low.
- Poor attendance levels are holding back the pupils' progress.
- Assessment procedures are too cumbersome. They do not provide the right information that teachers need if they are to support pupils' learning effectively.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997, and it has made reasonable progress since then. There were a number of areas for development, which included aspects of management, teaching, learning and standards. Assessment arrangements needed rationalising and pupils' reports and the systems for registration also needed attention. The school is in a strong position to move forward under the leadership of the new headteacher.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	C	B	C	A
Writing	C	E	D	B
Mathematics	D	D	D	D

Key

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

Most children join the nursery with low standards all round. They do well because they are well taught, so that by the time they reach the end of the reception year, a significant minority of them is on course to meet the targets for their age¹. This good progress is maintained in Years 1 and 2, especially for the average attaining pupils. Higher and lower attaining pupils progress less well, especially in English and mathematics, and they are capable of doing better. A minority are reaching higher levels, but they need more challenging work if they are to progress well. The progress made by gifted and talented pupils is too slow. Lower attainers need extra support to help them to progress at a faster rate, and better use of the special needs teacher's time should go some way to improve this.

Test results for the seven-year-olds in 2001 are outlined in the chart above, as are the results at Warley Infants when they are compared to similar schools². The teachers assessed science, and standards were broadly average. Inspection findings agree with test results, except that standards in science are above average. In the other subjects standards are higher than expected in art and design and geography, and below expectations in ICT. They are about average in the rest of the subjects. Year-on-year there is a small increase in the numbers of pupils achieving average or higher levels in English, mathematics and science. The school's targets aim to increase the number of pupils doing well. It is achieving some success, especially in reading and science. Targets are realistic. They were exceeded in reading, spelling and writing, and just missed in mathematics. Pupils with special educational needs, and those who speak English as an additional language, make similar progress to their classmates. Girls do better than boys in reading and writing. The school is working hard to tackle this and boys are starting to catch up by Year 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn and they try hard to do well.
Behaviour, in and out of classrooms	Very good. Pupils get on very well together, both in lessons and when they are playing outside. They are clear about acceptable and unacceptable behaviour. There have been no exclusions.
Personal development and relationships	Very good. Relationships are very good, and this helps pupils to learn successfully. Many pupils support each other well, and they are very willing to do jobs and to help around the school.
Attendance	Poor. Despite the school's best efforts attendance levels are very low because of too many holidays taken in term time.

TEACHING AND LEARNING

¹ These are called the Early Learning Goals.

² Schools with a similar percentage of pupils known to be entitled to free school meals.

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Good	Good

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

The good teaching found at the last inspection has been maintained. Teachers and learning support assistants work together successfully to make sure learning is effective, and they are successful. Children join Warley Infants with well below average skills for their age. Nursery and reception pupils get a good start to their education because tasks are interesting and exciting, and are pitched at the right levels for them. Progress is good.

Teachers in Years 1 and 2 understand their children well. They set clear objectives for their lessons, especially in English, mathematics and science, and the pupils know what is expected of them. Work is planned with the different ability levels in mind, but it can lack challenge for the higher attaining pupils, and this is a weakness. Better use of assessment information would help to improve this. Every class has a high percentage of lower attaining pupils who are working just above the special needs level. On a few occasions, they need extra help that is not available because their teacher or classroom assistant is working with another pupil. When this happens their progress slows until their teacher returns. That said, teaching in English and mathematics is good overall, lessons move forward at a good pace, and pupils' achievements are improved. The focus on teaching and learning the basic skills of literacy and numeracy means that pupils have a secure grounding in speaking, listening, reading, writing and number work. This stands them in good stead for their later learning. Pupils with special educational needs, and those who speak English as an additional language, progress at the same rate as their classmates. All pupils are fully included in the curriculum on offer, and no-one is left out.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broadly satisfactory. There is a full curriculum in place for all the children but there are gaps in the ICT curriculum and the requirements are not met fully.
Provision for pupils with special educational needs	Satisfactory. Pupils have individual support and they do well. The co-ordinator needs to work alongside pupils in the classrooms as well.
Provision for pupils with English as an additional language	Satisfactory. Pupils get the right kind of support but their teaching arrangements lack a proper structure.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Boys and girls enjoy helping around school and in the classrooms. They work soundly in their groups and they respect one another. Right and wrong are understood, and pupils have a growing awareness of their own and other cultures.
How well the school cares for its pupils	Satisfactory. The pupils are well cared for in a safe and secure environment. Assessment procedures are too cumbersome and this makes it difficult for staff to track pupils' progress and their achievements accurately. This is unsatisfactory.

Parents speak highly of the school and they are very pleased with the ways in which their children are helped to learn. This partnership works well in pushing up standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory in that the very new headteacher provides strong leadership. The roles of other key staff are not clearly defined, and there is no firm management structure. This falls short of expectations.
How well the governors fulfil their responsibilities	Satisfactory. Governors want all the pupils at Warley Infant School to do as well as they can. They are working closely with the new headteacher to achieve this goal and they fulfil their responsibilities soundly.
The school's evaluation of its performance	Satisfactory. The new headteacher is making effective use of all the data about the school's performance. This is usefully influencing her future plans.
The strategic use of resources	Satisfactory. Governors know the importance of monitoring the effect of their spending decisions. They do their best to make sure that funds are directed towards improving standards. The 'best value' principles are always followed.

There are sufficient teaching and support staff, who are well trained and they do a good job. Next year the school is due to be re-housed on a different site, in new accommodation. The existing accommodation is very old but it is well cared for. Learning resources are unsatisfactory in ICT, physical education, the library and in the reception classes. They are satisfactory elsewhere.

The headteacher has been in post for two weeks at the start of the inspection. She has made a positive start in identifying ways in which the school can move forward.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The way the school cares for their children and encourages them to work hard. Teaching is good and the children make progress. Teachers, and the new headteacher, are approachable. 	<ul style="list-style-type: none"> There are not enough interesting activities.

Inspectors agree with parents' positive comments. They judge that the range of activities, both in school and out of school, are appropriate for a school of this type and size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children start school in the nursery their standards are low for their age in the areas of learning³. Early assessments identify the range and type of support that the children need, and this includes those children with special educational needs and those who speak English as an additional language. At the start of their time in school few children are able to concentrate, and they need encouragement to play and to join in activities. Many of them find it difficult to speak in sentences and their understanding is limited. Mathematical development is far below the expected standard. The boys and girls make good progress all round, so that by the time they move into the reception class most of them can speak in sentences, they enjoy books and stories, and are keen to have a go at early reading and writing activities. They enjoy coming to school and they get on well with each other. A minority can recognise numbers, and count fairly accurately to five. The other children are not at this level.
2. This good progress continues in the reception classes and many children are on course to meet their early learning goals in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development. Progress is slower in communication, language and literacy and in mathematical development. In these areas of learning about half the children are on course to meet their targets, and standards are below average.
3. In the national tests in 2001 the seven-year-olds achieved average standards in reading and science, and below average standards in writing and mathematics. What these results do not show is that slightly more pupils are achieving average or higher standards than they did in past years. Results do vary year-on-year, and this is because of fluctuating numbers of pupils with special educational needs, and the high proportions of pupils who are just above this level in every class. Girls do better than boys in reading and writing, but there is an improvement this year. The boys in Year 2 are catching up with the girls because the staff give them extra help, which is successful. When compared to similar schools, Warley Infants does better. Standards are well above average in reading, above average in writing and below average in mathematics. The school has made good progress towards achieving its targets, which are realistic. Targets were exceeded in reading, spelling and writing. They were just missed in mathematics.
4. The majority of pupils are making good progress from their low starting points when they join the nursery. However, the higher and lower attaining pupils could do better. Teachers are working hard, and the overall quality of teaching is usually good, but work for the higher and lower attainers needs to be more specifically matched to their needs, with appropriate levels of support.
5. In the rest of the school, pupils with special educational needs make good progress when they are working in small groups with the special needs teacher. Clear targets are set and the special needs teacher uses these targets to plan work effectively. This is why the pupils make good progress. Other pupils with special educational needs make satisfactory progress when they are working in the classroom. Their work is not as focused as their individual and small group work, and this limits their progress. Those pupils who speak English as their additional language make good progress, like their classmates. Almost all these pupils are fluent English speakers. Their work is managed informally, and this aspect needs to have clearer structure so that more information is readily available to the staff. All the pupils at Warley Infants are fully included in every aspect of the school's work.
6. Standards in English are below average, but progress is good because of the school's good strategy to promote communication, language and literacy at every opportunity. Progress in reading is very good. By the time they are seven the pupils listen attentively to adults and to each other. Speaking skills are lower than expected for their age, but in Year 2 they eagerly take part in class discussions. The higher attainers successfully use adjectives such as 'tasty', 'delicious', 'lovely', when describing their favourite cake. Listening skills are sound. Good progress is made in reading, and standards are close to average. More capable readers develop a range of reading

³ The name given to the Foundation Stage curriculum in the nursery and reception classes.

skills, using the whole sentence to make good guesses of unknown words. Less capable readers are not able to do this, and many of them are cautious about using a strategy to identify words they don't know. Writing is the weakest element and standards are below average. In the better examples pupils shape their own ideas in writing, as in the Year 2 lesson about a 'Rascally Cake'. In the main, there is less time and emphasis on experimenting with different forms of fictional and non-fictional writing. Work sheets are used too frequently, and this takes away the opportunity for pupils to shape their ideas for themselves.

7. Standards in mathematics are below average for the seven-year-olds. However, they make good progress from very low starting points in the nursery. Pupils find mental mathematics challenging, and it can take a while for them to respond to their teachers' questions. They speed up as their understanding increases, and their teachers, rightly, pose more challenging questions for them. Pupils do not always have the number facts at their finger-tips and this slows them up. Year 2 pupils find it difficult to transfer their knowledge of number facts to problems about money, but with good support from their teachers they are able to do this. Many Year 2 pupils are secure in their understanding of number facts to 10, and the higher attainers work successfully with bigger numbers, understanding place value. Higher and lower attaining pupils need extra support if they are to achieve higher standards.
8. Standards in science are good, and are above average for the seven-year-olds. Pupils are secure in their knowledge and understanding, and their investigative skills are developed well. Many of the Year 2 pupils understand that for an investigation to be 'fair', then one element has to remain the same. Progress is very good. In the other subjects standards are average, except for ICT where standards are below average, and in art and design and geography where they are above average. In ICT pupils' skills are not developed effectively, and there are gaps in their learning. Progress is unsatisfactory. Pupils receive worthwhile experiences in all other subjects making good progress in design and technology, geography, music, physical education (dance). They make very good progress in art and design and satisfactory progress in history and religious education.

Pupils' attitudes, values and personal development

9. Standards achieved at the last inspection have been maintained. The overwhelming majority of Warley Infants' pupils like their school. They are cheerful when they arrive in the morning and spend their school days busily learning, playing and enjoying the company of their friends and of all the adults who work with them. All the parents and carers who completed the pre-inspection questionnaire and spoke to the inspection team agreed with this point of view.
10. Pupils have very good relationships with each other, their teachers and all the other staff who help them learn and develop. Everyone, whatever his or her race, background or ability, is a welcome part of the community. Pupils are polite, kind and helpful and well aware of the needs and feelings of others. In a Year 1 music class for example, when a pupil was feeling sad and unwell, a number of her friends discretely hugged and comforted her and made sure that she was all right.
11. Pupils have a keen sense of right and wrong. They know and respond well to the school's behaviour and discipline codes. As a result behaviour in class is invariably good and teachers and pupils are able to get on with teaching and learning instead of having to cope with the destructive impact of bad behaviour. An excellent example of this good behaviour was a Year 1 science experiment on waste and conservation. Although obviously excited, pupils of all abilities worked conscientiously in their groups and patiently waited for the teacher to circulate and advise them on what to do. The inspection team saw no bad behaviour or bullying and pupils confirmed that the latter was not a problem.
12. Pupils enjoy learning and in the majority of lessons give of their best and work hard. In a Reception lesson based on the story of *Goldilocks and the three bears*, for example, pupils eagerly answered their teacher's questions and offered their own ideas about the story. They then went on to work conscientiously on their own and together on a range of related spelling, drawing, making and listening activities. In a Year 1 lesson about addition and subtraction, pupils of all abilities worked long and hard to solve a number of difficult problems.

13. Pupils enjoy responsibility and contribute to the smooth running of the school. They proudly fetch and deliver attendance registers. They help their teachers to prepare for lessons, keep their classrooms tidy and operate equipment such as tape recorders. Year 2 pupils are proud to be prefects and take their duties very seriously.
14. Pupils enjoy success and are pleased when their friends do well. There was, for example, spontaneous applause in a Year 2 music lesson when a small group of pupils successfully provided some percussion and swanee whistle accompaniment for a song, which everyone had been learning. The applause at praise assemblies, when pupils receive certificates and 'golden pear' awards for achievements, is long and loud.
15. Playtimes are a happy mixture of running, jumping, skipping and chasing games and small groups who are just happy to stand and chat with each other or their lunchtime supervisors. Anyone who is bumped into or falls over is immediately rescued by friends and taken, when necessary, to the supervisors for help. One day, during the inspection, the weather was wet and everyone had to stay inside the school buildings for almost the whole of their lunch break. Behaviour was most impressive as pupils read, played with toys and watched videos together.
16. Attendance levels have deteriorated since the time of the previous inspection when they were judged to be good. They are now poor, and since September 2001 have deteriorated to the point where authorised absences are now at 11 per cent. The principal reason for this deterioration is an increase in the number of children who are taken away for both long and short holidays during term time. The majority of parents get their children to school on time, but there are one or two families who find this difficult. There have been no exclusions during the last school year.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The good teaching achieved at the last inspection has been maintained during this inspection. Seven out of ten lessons were good or better, and the remainder were satisfactory. There is an effective quality to the teaching throughout the entire school, and this is why the strengths and weaknesses are similar across the age ranges. The main weakness in the teaching is in ICT, which is not taught consistently throughout the school, and there are gaps in the pupils' learning.
18. When children join the nursery at Warley Infants they have very limited skills all round. Many of them find it difficult to talk in sentences, and they have little knowledge of words, phrases and numbers. The main focus of teachers' work is on the development of spoken language and understanding. Nursery and reception staff are successful and teaching is good, so that by the time the children leave the reception class about half of them are on course to meet the early learning goals for their age. Early assessments allow staff to plan tasks at the right levels for all the children including those with special educational needs and those who have English as an additional language. The latter group all speak English as well as their classmates.
19. Early assessments in the nursery accurately identify where children need extra support, and teachers and nursery nurses plan and deliver an appropriate curriculum that meets the needs of all the children. Reception staff build on this earlier work successfully. Children are always encouraged to become independent, and many of the reception children organise their tasks well, concentrating on their work and doing their best.
20. This good teaching continues in Years 1 and 2, which is why the pupils learn well and make good progress. Girls are doing better than boys in reading and writing, the staff know this and they give the boys extra support so that by the end of Year 2 they are catching up. Questions are structured appropriately, and pupils of both genders receive extra help when necessary, so that their learning moves forward. Support staff work well with the pupils, and this helps them to progress. Classes are well organised and managed. Teachers have high expectations of work and behaviour, and the pupils rise to the challenges set for them. Relationships are good, and teachers know their subjects well. Teachers have a consistent approach to marking, and this helps to improve the pupils' skills. Homework effectively supports the pupils' learning in class. All of this means that learning is interesting and productive.
21. Staff know the pupils well, and they are good at identifying what the pupils have learnt in a lesson, making sure that the next tasks are generally pitched at the right levels. Where this is less successful, for instance in a minority of English lessons, the pupils have work sheets that are

at the same level for the higher and average attaining pupils. This limits the opportunity for more capable writers to write independently. In mathematics some of the work is not challenging enough for the higher and lower attaining pupils. Overall, there is a sound structure to the teaching of literacy and numeracy skills and they are adequately taught. If pupils' skills are to improve further a number of issues need to be tackled:-

Literacy

- ❑ Work for the higher attaining pupils lacks challenge. This impedes the rate at which they learn and depresses the standards they are capable of reaching.
- ❑ Work lacks focus for those pupils who have difficulties with reading and writing. There are not enough opportunities for pupils to shape their own ideas in writing.

Numeracy

- ❑ On occasions work lacks challenge for the higher and lower attaining pupils.
 - ❑ In every class, the small group of higher attaining pupils, and the large groups of lower attaining pupils, lack direct support from time-to-time. This is because their teachers or classroom assistants are working with other groups. Teachers are quick to spot when this happens, and they deal with it speedily. Learning improves quickly as a result.
22. Teachers and support staff know their pupils very well. They value each child and supportively and sensitively recognise and respond to individual pupils' learning and emotional needs. Teachers teach in ways which challenge, amuse, as well as successfully keeping their pupils focused on learning. For example, a successful Year 2 lesson which involved making an audio newsletter to send to a friend. This lesson successfully encouraged pupils to use technical equipment and think about the differences between spoken and written English, to take turns and to share. In a very good Year 1 design and technology lesson based on puppet making, pupils had opportunities to make plans, communicate ideas and work with a variety of basic tools and materials.
23. The teaching at Warley Infants is fully inclusive, and all pupils are included in every aspect of learning. Pupils with special educational needs are well taught, and they make good progress. Those pupils who attend small group sessions with the co-ordinator are particularly well cared for. However, there are significant numbers of pupils who are working at just above the level of the special educational needs groups, and these pupils also need extra help if their rate of progress is to improve. Pupils who speak English as an additional language are supported within the school, and they progress as well as the other pupils. A clearer structure is needed to plan and co-ordinate their support, so that learning can be extended even more.

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

24. The curriculum is broad and balanced, and it is fully inclusive for all the pupils at Warley Infants. All the subjects of the National Curriculum are included, and the Locally Agreed Syllabus for religious education is fully in place. There are some gaps in ICT, and the requirements are not met in this subject. The curriculum in the nursery and reception classes is firmly based on the foundation stage for the age groups.
25. The literacy and numeracy strategies are soundly implemented, and they are successfully pushing up standards. Teachers' planning is carefully thought out, and the subject managers

have monitored standards. This process is on-going, and both the literacy and numeracy co-ordinators have good ideas ready to move the subjects forward.

26. The school has very good links with the local junior school, as well as other local infant schools, nurseries and playgroups. Relationships are good, and this helps to promote effective links. The transition between the various phases is smooth, and the pupils are well prepared for the move to the juniors.
27. The school carefully assesses the requirements for pupils with special educational needs. Pupils work with the special needs teacher, in small groups in the library. Their progress is good, as tasks are pitched at the right levels and are well matched to their targets on their individual plans. Accurate records are kept, and these help to track pupils' progress. Other pupils with special educational needs make satisfactory progress when they are working in the classroom. Learning support staff work closely with teachers and they are well prepared for their classroom role. This helps the pupils' progress to be maintained satisfactorily.
28. Pupils who speak English as an additional language progress at the same rate as their classmates, making good progress. Only three pupils are at an early stage of speaking English, and their language skills are frequently better than those of their English classmates. The other pupils who speak English as an additional language all speak fluent English. Tasks are planned at the right levels for the pupils, but there are no systems for managing their work and recording their progress.
29. Pupils have a wide range of interesting and exciting activities that enhance the curriculum. They make a number of visits from school, including a visit to Birmingham city centre and a three day residential visit to Bewdley in Year 2. Each year pupils visit places of interest that are linked to their curricular topics, and this helps to promote their learning well. There are a number of visitors to school, including the local vicar. The school makes good use of the surrounding environment, visiting the library regularly, as well as the nearby church and the garden that they helped to design and make.
30. The school makes good provision for supporting children's personal development. Pupils behave well and their very good behaviour is regularly rewarded and celebrated. Rare examples of unsatisfactory behaviour are discouraged quickly and effectively. Health education is promoted effectively through the Sandwell Healthy Schools scheme, which has had great success in promoting fruit and milk as a healthy playtime snack. The Top Play initiative offers pupils a range of physical activities to improve their physical development and their health.
31. Spiritual development is promoted soundly through the act of collective worship, through personal and social education, and through religious education. Pupils are encouraged to reflect on their own and others' experiences, as in the assemblies on friendship and caring for others. The creation of a quiet garden in the nearby church, and a memorial to a child who died, are two good examples of pupils' developing and expressing their own feelings.
32. Moral development is good, and moral themes encourage the pupils to take care of their own property as well as the environment. The strong emphasis on self-esteem and moral behaviour encourages the pupils to develop their own knowledge of right and wrong successfully. Staff are very good role models, and this is helped by the very good relationships all round.
33. Social development is good. Pupils are always encouraged to take responsibility for themselves and others, and they relate well to each other. They willingly undertake jobs in school, raise money for charity, and support local senior citizens in the local community – for example at harvest time. Behaviour is very good, and pupils and parents alike adhere to the school's policy successfully. Visits to places of interest, and a residential visit for Year 2 pupils, successfully help to develop pupils' social skills.
34. Cultural development is sound. Pupils have a growing understanding of their own cultural heritage through visits to the Black Country Museum. They experience other beliefs and cultures in their religious education lessons and during school assemblies. There are fewer opportunities for pupils to take part in activities that draw on and celebrate a range of cultures and traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The governors and staff of Warley Infant school are justifiably proud of the way that they look after their pupils. They take care to ensure that every pupil spends his or her days in a safe, secure and clean environment. Parents and pupils are well aware that this is the case. The governors, headteacher and caretaker regularly check the safety of the whole site. Risk assessment procedures are good and cover all aspects of school life, including trips.
36. The school pays great attention to the health and welfare of all its pupils in order to ensure that they make the best possible use of their time in school. There normally are three qualified first aiders on site during the school day. Accident and incident records are clear, detailed and up to date. Child protection arrangements are good; all staff have had appropriate training and the school works closely with the appropriate local agencies.
37. Warley Infants has well-established behaviour management and anti-bullying policies and systems in place. They work well and are accepted by both pupils and parents. Teachers and the support staff, including the lunchtime supervisory team, consistently apply them. School rules and lunchtime codes of conduct are prominently displayed in the hall and corridors and every class has its own set of rules which pupils have helped to draw up.
38. Praise and other rewards are used to encourage pupils to work hard and contribute to classroom life. The importance of caring for each other and working together is constantly emphasised. A system of stickers and certificates is used to recognise good results in all aspects of school life. The weekly praise assemblies are major events at which the whole school celebrates major achievements in work, attendance and behaviour.
39. The previous inspection criticised registration procedures because they were not consistent across the whole school. This problem has been sorted out. The school has recently introduced a computer-based system for monitoring attendance and record keeping is good. Unfortunately, however, the systems for actually promoting and improving attendance are poor and have not been working. Since the time of the previous inspection there has been a significant decline in attendance to the point where it is now very low when compared with national standards. The school is well aware of this problem and the negative impact which poor attendance has on pupils' progress. The very recently appointed head teacher has already, with the help of the local education welfare, started work on ways and means of improving the situation.
40. The previous inspection reported that there was need for Warley Infants to 'rationalise assessment systems and ensure that assessment informs planning'. Since then the school has made some progress in the development and use of assessment but the overall situation is still not satisfactory. A comprehensive assessment policy was drawn up some years ago, but to date its implementation has largely been confined to the 'big picture' aspects of the school's performance in English and mathematics. National and local authority tests and data are used to plot groups of pupils' progress in English and mathematics but the cumbersome nature of other assessments means that information about attainment and progress in other subjects is not quickly available. Pupils' personal development is tracked soundly in every class.
41. Teachers use informal ongoing assessment to monitor the progress of their class and the overall effectiveness of their lessons. Where necessary plans are modified in order to ensure that they deliver the curriculum as effectively as possible. They also keep large and detailed records of pupils' progress in spelling, reading and mathematics. Although this system does provide some useful information it does not tackle the crucial next stage; target setting for individual pupils. There is therefore no straightforward means of checking pupils' actual performance and responding to their needs where necessary, by modifying teaching, learning and targets. The new headteacher is very aware of this shortcoming and is committed to working with all the teachers in order to improve the situation.
42. The progress and attainment of pupils with special educational needs are carefully monitored. Individual education plans are regularly updated to ensure that changes in pupils' needs, and the kind and level of support required, are properly taken into account. Pupils who speak English as an additional language are assessed in the same way as the rest of their classmates.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents are really pleased to send their children to Warley Infant school. They believe that the school looks after their children very well and is helping them to learn and develop. They like the staff and have confidence in their ability to look after their children. They believe that the school is well managed and have made the new headteacher feel very welcome. The majority of parents sign up to the home-school agreement. They know and understand why bad behaviour is not acceptable in school and as a result they all support the special behaviour contract.
44. Formal information for parents such as the prospectus and the Governors' annual report to parents are well produced. Regular newsletters keep parents in touch with what their children are learning and what is going on in classrooms. Notices at the entrance and classroom doors serve to remind parents about day to day events. There is a comprehensive programme of meetings and visits, which prepares parents and new pupils for the start of their school life. A similar system helps Year 2 pupils and their parents prepare for transfer to their junior schools.
45. Warley Infants' staff and governors have long been committed to the idea of parents and school working in partnership to help pupils learn and develop. The new headteacher shares this commitment and she and her staff welcome parents into the school. They operate an open-door policy and go out into the playground to meet parents at the end of the school day. There are therefore ample opportunities to chat, share news, and discuss problems and worries as and when they arise.
46. Parents are very much involved in helping their children to read. Detailed, up to date reading diaries are very much a feature of home-school life and a good means of keeping in touch. Parents also help their children with spellings and the occasional piece of homework, usually research, to do with work which is going on in school.
47. End of year reports, which were criticised by the previous inspection team for providing insufficient information, are much improved. They provide a comprehensive review of progress across the whole curriculum. They do not yet, however, include targets which are related to national standards and advice on what pupils need to do in order to improve. They have space, which some parents use, for parents to write their own comments on their children's progress.
48. There are three consultation evenings per year with the summer term meeting arranged to take place just after the end-of-year reports have been sent home. Parents therefore have the chance to have informed discussions with their teachers about their children's progress and needs. More than 90% of parents attend these meetings and the school tries hard to reach the rest through a variety of informal means.
49. There is no parent teacher association but parents are always happy to work with the school's staff to make one-off events, such as the summer fair a great success. There are plenty of volunteers to help with school trips. A small group of parents and relatives regularly come into school to listen to pupils read and help teachers with, for example, computer lessons.
50. Some parents who completed the pre-inspection questionnaire felt that there were insufficient extra-curricular activities. The inspection team looked in to this and found that the range and number of such activities was appropriate for a school of this type and size. Activities include visits to local museum, town centres and churches and an educational centre in Shropshire.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher had been in post for two weeks when the inspection started. It is early days, but she is providing strong leadership, and is already developing clear ideas about how to ensure that the school continues to move forward confidently. There is a good team spirit, which was apparent before the new headteacher commenced her headship. Administrative staff, as well as the non-teaching, caretaking, cleaning and lunchtime staff, all work together very well. Everyone connected with the school is determined that standards will improve, and that Warley Infants will provide a high quality education for the pupils in its care. The next step is to establish a senior management team to help drive up standards.

52. There were a number of management issues in the last report. Most of them have been tackled satisfactorily, but more work still needs to be done to support the different ability groups, and the subject managers are not always clear about standards, teaching and learning in their subjects. This is because of weaknesses in the school's systems for monitoring and evaluating its work. The school's systems for managing the work of those pupils who speak English as an additional language also need sharpening up, and a wider focus for the special needs co-ordinator would enable more pupils to benefit from her expertise.
53. The new headteacher continues to monitor the work of the school, as did her predecessor. All the data about the school is analysed and strengths and weaknesses are highlighted. Subject managers need to be involved in this process. Target setting is also part of this process, and needs to have a greater priority, as well as linking more closely with pupils' assessments.
54. Governors know the school very well and they maintain good links with the community. Many of them visit at regular intervals to keep abreast of what is happening, and they fulfil their statutory requirements as a governing body. There are opportunities for governors to comment on the school development plan and they have an input into the final plan. Their expertise could usefully be involved at an earlier stage, for example in the evaluation of the previous plan and in deciding the priorities for the current plan.
55. The head-teacher, the administrative assistant and the finance committee carefully manage the finances that are available to the school. A small amount of money is put aside each year as a contingency, and for purchasing additional resources. Governors are aware of the importance of monitoring the effect of their spending decisions, for example in the appointment of additional learning support assistants. 'Best value' principles are followed, and governors feel that they get the very best value from the local education authority. Resources are carefully managed, as are the funds to support the pupils with special educational needs. There are no additional funds to support pupils who speak English as an additional language, and the school supports these pupils from its main budget. Both groups of pupils progress at the same rate as their classmates. The school provides satisfactory value for money.
56. The previous inspection criticised the age and state of Warley's accommodation, which consists of an old Victorian building, and two temporary classrooms. The report highlighted a lack of space, storage and a first aid room, the small size of the hall and its subsequent unsuitability for physical education. It did however commend the staff and the governors for making best use of a building, which was fundamentally unsuitable for the education of young children.
57. Almost all of the above criticisms are still valid and the overall standard of accommodation is still unsatisfactory. However, within the context that the school is due to move to brand new premises in mid 2003, the staff and governors continue to do what they can to develop and maintain an environment in which the curriculum can be delivered.
58. The playground is large enough for the number of children in the school and includes a fenced off area for nursery and reception pupils. There is a large, attractive grassed area which is used during the summer months for playtimes and games.
59. There are sufficient qualified teachers and non-teaching staff to ensure that the whole curriculum is properly delivered and that all pupils are well looked after. With the exception of the very recently appointed headteacher, and a relatively new member of the teaching support staff, all the staff are well-established in their posts. Particularly good use is made of non-teaching staff, who work closely with teachers to support a wide range of classroom activities.
60. Not all the staff have up to date job descriptions. Opportunities for teachers to develop their knowledge and expertise have been largely confined to training in national initiatives such as literacy and numeracy and their own subjects. There is now an urgent need, which has already been recognised by the new headteacher and all her staff, to increase their opportunities for professional development so that they can broaden their experiences and, in so doing, further improve the school's standards. The systems for assessing teachers' performance are in place, and are helping to push up standards.
61. The arrangements for bringing new staff into the school are very good. The newly appointed learning assistant was given a thorough briefing on all aspects of the life and work of the school.

and a comprehensive training programme prepared her for her literacy support work. This helped her to do her job well.

62. Warley Infant's teaching and learning resources are satisfactory overall. Every classroom is properly equipped with basic facilities such as a white board and furniture that matches pupils' physical size. At the time of the previous inspection the resources for both ICT and history were criticised. The resources for ICT are still unsatisfactory. The computers that the school does have are up to date, but there are not enough to meet the needs of the curriculum. Furthermore, they are not installed in ways which enable the best use to be made of them. The resources for other subjects are satisfactory, but the reception classes do not have enough equipment to meet all the requirements for the Foundation Stage. The library is an under-used resource for learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To boost standards further the governors, headteacher and staff should:

- (1) Make sure that work in English and mathematics is planned at the right levels so that it always challenges and extends the higher and lower attaining pupils. Ensure that all the pupils are well supported in their learning.
Paragraphs 4, 6, 7, 21, 78, 79, 81, 82, 86,87, 89, 93, 94, 95
- (2) Put in place an ICT curriculum that meets all the requirements of the national curriculum. Include a system for teaching and developing ICT skills, and keep accurate records.
Paragraphs 8, 17, 23, 28, 117-120
- (3) Take immediate steps to improve the attendance levels.
Paragraph 39
- (4) Streamline the assessment arrangements so that accurate and up-to-date information about pupils' attainment and progress is readily available in every subject.
Paragraphs 28, 40, 41, 42, 89, 101, 107, 110, 119, 131

Minor issues

- ❑ Extend the management of pupils with special educational needs to include more work in the classroom. Improve the management of pupils who speak English as an additional language.
Paragraphs 5, 23, 27, 28, 52, 86
- ❑ Put in place an appropriate management structure for senior managers. Provide training and support, and ensure that subject co-ordinators have enough planned time to monitor teaching, standards and learning in their subjects.
Paragraphs 51, 52
- ❑ When funds allow, increase the resources for ICT and the resources in the reception classes. Develop the school library as a learning resource.
Paragraphs 62, 66, 85, 117

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	28	16	0	0	0
Percentage	2	8	57	33	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	36	176
Number of full-time pupils known to be eligible for free school meals	N/A	38

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	6.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	23	34	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	31	30	29
	Total	50	49	49
Percentage of pupils at NC level 2 or above	School	88 (88)	86 (76)	86 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	19	21
	Girls	31	29	32
	Total	51	48	53
Percentage of pupils at NC level 2 or above	School	89 (86)	84 (88)	93 (92)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	8
Indian	7
Pakistani	3
Bangladeshi	0
Chinese	0
White	156
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	23.5:1
Average class size	29.3

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	138

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	36:1
Total number of education support staff	2
Total aggregate hours worked per week	50
Number of pupils per FTE adult	12:1

FTE means full-time equivalent.

Financial information

Financial year	2000/1
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	£
Total income	466247
Total expenditure	445729
Expenditure per pupil	2142.9
Balance brought forward from previous year	3355
Balance carried forward to next year	23873

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	13	2	0	0
My child is making good progress in school.	84	15	0	0	1
Behaviour in the school is good.	61	32	0	2	5
My child gets the right amount of work to do at home.	61	29	2	0	8
The teaching is good.	89	11	0	0	0
I am kept well informed about how my child is getting on.	63	27	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	85	11	2	2	0
The school expects my child to work hard and achieve his or her best.	79	19	2	0	0
The school works closely with parents.	60	34	6	0	0
The school is well led and managed.	76	23	1	0	0
The school is helping my child become mature and responsible.	84	15	1	0	0
The school provides an interesting range of activities outside lessons.	31	23	17	5	24

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

64. This aspect of the school's work was good at the last inspection, it remains a strength. Children start in the nursery class on a part-time basis at the beginning of the school year when they will be four. At the end of that year they transfer into the reception classes.
65. Children enter the nursery with well below average attainment. Many of them find speaking and listening difficult, and their personal and social skills are much less than expected for their age. Mathematical understanding is very low. Staff make early assessments of what the children know, understand and can do. This information is then used successfully to plan appropriate tasks for the children. Children with special educational needs are identified early on, and all the children in the nursery are fully included in the wide and varied activities that are planned for them. This includes those children who do not speak English as their first language. About half the children are on course to meet the targets for their age at the end of the reception year in personal, social and emotional education, communication, language and literacy, and mathematical development. A higher proportion are on course to meet their targets in the other areas of learning. Progress is good for boys and girls of all capabilities.
66. The quality of teaching and learning is good, both in the nursery and reception classes. All the staff involved work closely together as a team, and parents are fully involved in their children's learning. The indoor and outdoor curricula are carefully planned, with tasks at the right levels for the children. The full curriculum is firmly based on the stepping stones for learning, leading towards the Early Learning Goals. Staff know their children well, and they are adept at making good use of every learning opportunity. No time is wasted. Staff make the best use of the accommodation, and the outdoor area has improved since the last inspection. Learning resources are reasonable in the nursery and are unsatisfactory in the reception classes.

Personal, social and emotional development

67. The provision for children's personal, social and emotional development is good in both the nursery and reception classes. Many children have poor social skills when they start school, and they find dressing and undressing difficult. Concentration is limited, and they find it difficult to take turns when playing outside with their wheeled toys. They lack independence. Teaching is good, so that by the time they reach the reception classes they do well. School routines are familiar and they know what is expected of them. By the time they are ready to move into Year 1 a majority of children are on course to meet the early learning goals in this area of learning. Children enjoy coming to school and they are happy to be there. By the end of the reception year they are much more confident at making choices and initiating their own activities and, importantly, they are able to explain why they have chosen a particular activity.

Communication, language and literacy

68. Most children enter the nursery with well below average skills in communication, language and literacy. Teaching is good, and the children progress well, so that by the end of the reception year many of them are on course to achieve their targets, especially in reading. Children are always encouraged to listen carefully and to speak clearly. Vocabulary is extended successfully, as the staff help the children to respond to their questions using complete sentences. Early writing activities are well planned, and the children gain confidence in their own capabilities as writers. Stories, songs and rhymes are enjoyed, but to start with the pupils found it difficult to join in.
69. Children in the nursery and reception classes love books and they handle them with care. Adults are good role models as they read with and to the children. Effective questions, such as 'Who is the main character in this story?' encourage the children to think about the story in a meaningful way. By the time they reach the reception class the children are beginning to understand about the author, the characters and the story. They read stories by themselves, and they enjoy reading to their families at home. Progress is boosted effectively when the children are heard to read individually, as well as in the guided reading sessions.

Mathematical development

70. When the children enter the nursery their attainment in mathematics is very low indeed. Few of them have had any experience of counting or numbers generally. Early activities have a strong focus on number rhymes and games, and no opportunities are missed to develop the children's understanding of number. Good teaching enables the children to progress well through the Foundation Stage and a significant minority of them is on course to reach their targets by the end of the reception year.
71. Nursery children are taught to use the correct mathematical language such as 'more than', 'less than', 'the same as', and this increases their understanding of the concepts. Counting, and songs and games to help them to recognise and use numbers, speedily gets the children's attention and they are eager to join in. By the end of the reception year the higher attaining children can count reliably up to 20, and the most capable can work out simple addition sums correctly. This group have a good understanding of shape, length and weight. Average and lower attaining pupils are working with numbers up to 10, and occasionally up to 20. Many of these children need much adult help to achieve success. Good on-going assessments give the staff accurate information about children's progress and attainment. Progress is tracked very carefully so that any gaps in learning can be quickly identified and tackled.

Knowledge and understanding of the world

72. Children's knowledge and understanding of the world is low when they start in the nursery. Most children have very limited experience of fitting together bricks and blocks, or doing jigsaws. Their skills and dexterity are poor. Good progress is made because the staff provide many opportunities for them to develop their skills, so that by the end of the nursery year they can use construction toys to make models of cars, houses and animals. Teaching is good in both the nursery and the reception classes. Cutting and sticking skills are developed well, especially in the reception classes where the children make many models using boxes, tape, glue and fabric.
73. Children's senses are developed during walks around the field, or to the library, and they talk about their route and what they see on the way. The natural curiosity of the children is extended successfully in their drawings and paintings of their family, school and toys. Reception children have a growing awareness of festivals such as Christmas and Easter, and they make regular visits to the nearby church. The computer is used enthusiastically by the nursery children, and they can control the mouse. Reception children can program the 'Roamer' accurately, using the correct positional language. Previous learning in ICT is built on successfully by the reception teachers, and most children are on course to meet their targets by the end of the reception year.

Physical development

74. Children make good progress in nursery and reception classes because the teaching is good. By the time they leave the reception class most children are likely to achieve their targets. Nursery children play safely and can ride their wheeled vehicles competently. Nursery and reception children use the secure outdoor play area confidently, and this helps them to be aware of the potential of their bodies, as well as exploring space and learning how to relate well to others. Children's dexterity is developed well through playing in the sand and water, rolling, cutting and threading beads. Good progress is made in handling scissors, pencils, crayons and brushes. Reception children change independently for physical education and most children can run, jump, skip and hop with confidence.

Creative development

75. Most children are on course to meet their targets by the end of the reception year. When they join the nursery their creative skills are poor. Staff provide a rich environment for them with many wide ranging opportunities to sing and to play musical instruments, and to use their imagination in painting and drawing. Large models of Warley garage and a 'Mathematics castle', made by the children, provide a stimulating and imaginative environment in the nursery. This helps to successfully develop children's speaking skills as well as their creative skills. Colours are talked

about with understanding, and the reception children know how to mix colours to achieve the colour they want. Teaching is good, and the strong focus on developing speaking and listening skills successfully encourages the children to express their ideas and to talk about their creative work.

ENGLISH

76. Over time, in the national tests for seven-year-olds, standards in reading have been similar to those found nationally. Attainment in writing has been more variable, dipping over the last four years from above average to well below average. In the 2001 tests, fewer pupils reached the higher levels in reading and writing. However, when comparisons are made with similar schools, pupils at Warley Infants are attaining at a much higher level than other seven-year-olds.
77. The findings of the present inspection show that by seven years of age, standards in reading are close to the national picture. Pupils are making very good progress, because the basic skills for reading are taught well and built upon in a consistent way, year on year. Effective teaching in 'guided group' reading also ensures that the vast majority of pupils read regularly and at an appropriate level. The assessment of pupils' reading skills during 'guided group time' also helps teachers to identify the next step in learning.
78. By the end of the infant classes, standards in writing are below those achieved nationally. Nevertheless, pupils make steady progress as they develop greater knowledge and understanding of words and sentences. Pupils also begin to use punctuation more consistently and correctly in their work. The opportunity to write for a range of different purposes, however, is limited in literacy lessons and in other subjects. Often the use of worksheets reduces the scope for writing, especially in guided group work.
79. Listening skills are satisfactory, and because pupils listen carefully to what is being said their learning in lessons moves on at a good pace. By the end of the infant classes, speaking skills are below average. The majority of pupils, although keen to join in lessons, lack clarity when speaking in large groups or to the whole class. Teachers encourage all class groups to contribute, but it is the more articulate minority who takes the lead. The main strategy for developing speaking skills is through teachers' use of questioning, when pupils are encouraged to respond in sentences and to explain their ideas clearly. There are, however, fewer planned opportunities for pupils to develop their speaking skills in a variety of different ways in literacy lessons and in other subjects. Provision for drama and class presentation also features less regularly in planning.
80. Pupils enjoy reading and make very good progress. By seven years of age, standards in reading are close to average, with pupils in parallel year groups reaching similar levels. Pupils are reading with growing understanding and accuracy, both at home and in school. A minority of pupils visits the local library to find out more about topics they are studying. Non-fiction books, linked to science, are popular with older boys, 'If it's a fiction book you can't just open it up and understand it; you can if it's non-fiction'. Younger pupils in Year 1 make a good start with reading, recognising words by sight and using letters and their sounds to help identify unknown words. In Year 2, more capable readers develop a wider range of reading skills, and use the whole sentence to make good guesses of unknown words. They enjoy reading 'exciting' books, such as *Charlie and the Chocolate Factory* and begin to read with deeper understanding.
81. Average attaining readers are keen to read. They read accurately and fluently, but like pupils achieving 'just below average' have less specific, focused support from adult helpers. For instance, in guided group work when some worksheets are challenging to read and less capable readers struggle when answering questions.
82. Standards in writing are below average by seven years of age. In each year group pupils make good progress with the basic skills in writing, but there is less time and emphasis on experimenting with different forms of fictional and non-fictional writing. There is a tendency for teachers to provide worksheets to guided group writing activities and this takes away the opportunity for pupils to shape ideas themselves. Pupils learn how stories are structured, but with a focus towards retelling rather than creating original, personal pieces. There is effective

teaching, when pupils shape their own ideas in writing. Work in Year 2 is a good example, when pupils write about a 'Rascally Cake' and draw from the style of a favourite author, using a wider range of vocabulary to keep the reader's interest. Younger pupils in Year 1 also respond in a personal way, with accounts of visits to the theatre.

83. By the end of the infant classes, standards of handwriting and presentation can be untidy, despite skills being taught in each year group. Standards in spelling are improving steadily year on year. This is because pupils learn to spell everyday words by sight and use spelling rules and patterns more regularly in their writing. By seven years of age, pupils have good knowledge of alphabetical order and so can use simple dictionaries to spell unknown words and find out their meaning.
84. Pupils are well behaved in literacy lessons and are keen to learn. On one or two occasions, in class lessons, a small minority of pupils becomes restless because they have difficulty in seeing the book the whole class are sharing.
85. Since the last inspection, the school has maintained the good quality of teaching in English. In the literacy hour, 'class lesson' time and 'plenary sessions' (feedback time) are used successfully to develop basic skills and share achievement. Standards in handwriting and presentation are still variable, despite skills being taught more consistently. However, many pupils start school with well below average writing and pencil skills and are making steady progress as they gain greater control over the size, shape and direction of letters. The school library is still under-developed as a learning resource. Although more capable and average readers identify fiction and non-fiction books, a significant number of seven-year-olds are still unsure about choosing books from the library by themselves.
86. The school is inclusive and works hard to provide the opportunity for all school groups to learn and work together successfully. Teachers plan to meet the needs of the broad ability groups within their classes and learning support assistants provide focused help, particularly for pupils with special educational needs. There are no pupils with statements for special educational need, but those on higher school action stages have targeted help from the special needs co-ordinator in small groups working outside the classroom. There are still pupils, working just above the special needs groups, who need more specific support with their reading and writing if they are to make the best progress possible. Better use of the special needs teacher's time will help to improve this.
87. Pupils capable of reaching the higher levels are not challenged enough by some of the work set. For instance, worksheets provide similar tasks for average and more able pupils and limit the opportunity for more able writers to write independently.
88. There are more girls in school than there are boys, and they tend to do better with their reading and writing. This gap is reducing, for instance, boys can be found amongst groups of pupils reading at a faster rate and those identified as gifted and talented. The school has identified three pupils at the early stages of learning English as an additional language. Although expertise from within school is used to assess pupils' needs, a clearer structure for the provision for pupils from minority ethnic groups is needed to speed up learning.
89. Teaching is good overall and this is helping to improve achievement. Teachers have good subject knowledge and lessons are well managed. The good relationships in class ensure that contributions from all class groups are valued and this encourages pupils to do their best. Work is planned with different ability levels in mind, but can lack challenge for pupils capable of reaching higher levels. It is less specific for some pupils who have difficulties with their reading and writing. Marking is consistent and, at its best, helps to improve skills. The assessment of pupils' reading skills in group reading sessions is useful in helping to guide learning. Analysis of pupils' writing assessments is not so well used to plan for further improvement.
90. The English co-ordinator has worked hard to put into place clear guidelines and progression for the subject. Monitoring teaching and learning has helped to raise standards in the past. Present challenges, linked to developing speaking and writing skills, will demand similar focus and commitment. With the exception of the lack of use of the school library, resources are accessible and appropriate for learning.

MATHEMATICS

91. At the end of Year 2 overall standards are below average in the national tests. That said, the school is working hard to increase the number of pupils who attain higher levels, with some limited success. Inspection findings indicate that standards are below expectations for the seven-year-olds, but that many of the six-year-olds are achieving satisfactory standards for their age. Standards can vary year-on-year because of the varying proportions of pupils with special educational needs and many lower attaining pupils. Boys and girls achieve broadly the same standards, and pupils with special educational needs and those who speak English as an additional language progress well, as do many of their classmates.
92. Lessons start briskly with a mental session, and pupils try their best to answer quickly. They take quite a while to work out their responses, but they do speed up as their understanding increases. Teachers rightly pose questions that challenge the pupils, as well as giving them questions that reinforce previous learning. This approach makes the best use of time so that no time is wasted. It also enables staff to check out pupils' understanding regularly.
93. Higher attaining pupils are a small minority in every class and most of them reach average standards for their age. In one Year 2 lesson the pupils worked in a small group with pupils of similar ability. The higher attainers, working with their teacher, investigated shopping problems. They worked out how much money it would cost to buy a number of items up to £1. With their teacher's support many of them were able to calculate the answer, but they did not find this easy. The good use of questions such as 'If I give the shopkeeper £1, and I buy two things that cost 40p and 38p, how much change do I have?', proved difficult for the pupils and it took quite a time for them to work this out because they did not have the number facts at their finger tips. However, they did get there in the end. As yet, the school has not had a strong enough focus on extending the higher attaining pupils. The co-ordinator knows this and has good plans for moving the subject forward.
94. Many of the average and lower attaining Year 2 pupils are working below or well below the level of the most capable pupils in the year group. Number facts are securely understood, but pupils have difficulty working out place value, especially with bigger numbers. Pupils do not have quick recall of number facts and this slows up their learning. However, almost all of them understand their mathematics and can explain how they work things out. Most children start in the nursery with very low standards in their mathematical development, they make good progress as they move through the school but this is not enough for them to achieve average standards by the end of Year 2.
95. Teaching is good, and all the staff do their best to move the pupils forward in their learning. From time-to-time it is difficult for staff to meet the needs of all the pupils in their class because there are such high proportions of lower attaining pupils. This group includes a high number of pupils who are working at just above the level of pupils with special educational needs. These pupils need extra adult support if they are to progress faster. Learning slowed for these groups when their teacher or classroom helper moved on to work with another group who also needed help. For example, where the pupils were working with coins to the value of 20p. Many of the lower attaining group were secure when working with 10p, but they lost interest when working with 20p. This was because they needed help and none was directly available as the staff were working with other groups. Pupils' difficulties were soon spotted, and they were dealt with successfully, however learning slowed in the meantime. This issue needs to be tackled so that the lower attainers progress more rapidly than they do at present.
96. Pupils' past work shows that they know, and can name, two-dimensional shapes and that they can tell the time using analogue and digital time. At the start of the school year they did not know any of this. Good progress has been made over time in all aspects of mathematics. Pupils' progress and attainments are assessed and recorded in every class. However, like other aspects of the assessment process at Warley Infants, the process is cumbersome and needs sharpening up to be more specific. Teachers need to have quick access to records that tell them what each pupil knows and understands. All parts of the mathematics curriculum are covered well, and the co-ordinator has a clear grasp of standards, teaching and learning. She has knows what has to be done to improve standards all round.

SCIENCE

97. Standards have improved since the last inspection, and the seven-year-olds are now achieving above average attainments. They have made very good progress over time, and in lessons as well. This holds good for those pupils with special educational needs and those who speak English as an additional language. Science at the school is exciting and purposeful. The pupils do very well because much of the teaching is very good. Pupils contribute confidently to lessons, and they answer questions well, this helps their learning to be successful. Their contributions are valued by teachers and learning assistants as this gives them a check on how well the pupils are doing, as well as indicating how much they have understood in a lesson. Pupils are interested and enthusiastic, behaving well in class and co-operating well in their group work. Higher attaining pupils are challenged effectively, and the lower attainers are well supported.
98. Pupils are confident in taking part in investigations. In an engaging lesson, in Year 1, pupils discussed the decay of different materials in soils, successfully learning that a fair test involves changing only one factor while keeping the others the same. The teacher's effective questions, such as 'Why is rubbish nasty?', and 'What should we do about this?' enabled her to direct the conversation towards natural and man-made materials and the concept of decomposition. A new learning point for the pupils, whose learning was successfully extended by using 'lunch' rubbish as a basis for their subsequent investigation. The teacher's high expectations of what her pupils were capable of achieving, alongside her secure knowledge of the subject, meant that learning was productive and progress accelerated rapidly.
99. Previous work in Year 1 is extended and developed successfully in Year 2. In one example, the pupils have grown plants from seeds in different conditions and recorded their explanations of differences between them. This involved recording their findings in different ways and then explaining, in scientific terms, what they have discovered. This activity challenged the pupils but they rose to the challenge, developing their scientific skills well. In a topic based on the book *Flat Stanley* they competently classify and test materials, exploring the melting of ice and food when it is warmed, and toys made from mysterious materials. Teachers are capably supported by well-prepared learning assistants, who enjoy the activities themselves. They ask pupils challenging questions so that pupils of all abilities are challenged and extended in their lessons.
100. The teaching of science is very good and sometimes excellent. The teachers are well-informed and ensure that the subject is practical and challenging. They use poems, cartoons and riddles to introduce the work, and exploit the science to improve literacy skills. The subject is very well led by an enthusiastic subject manager, who has ensured that the resources are adequate and well managed. Science resources would be enhanced if they could be stored more centrally, and if the modest budget spread to a 'discovery kit' of science basics for each classroom. The subject co-ordinator has developed a unique teaching programme for the school, which fits in with the national curriculum very well indeed. This is one of the main reasons that standards are so high in science.
101. Individual science progress is not assessed formally as such, but teachers regularly assess progress across the science topic areas. What is missing is a whole school approach to assessing and recording pupils' attainment and progress in science. Without this it is impossible to keep an accurate track of what the pupils know and understand. There is room to develop a structure for teaching science skills through the school, and the subject co-ordinator would welcome training on this for herself or for the whole staff. Science is enjoyed by both pupils and staff, and is a strength of the school.

ART AND DESIGN

102. By seven years of age, standards in art and design are above those achieved nationally. Pupils explore and create imaginatively, through a wide range of experiences. Teachers in each year group build upon skills of drawing, painting and modelling in a progressive way, and this is enabling all pupils to achieve well and to make very good progress. This includes those pupils with special educational needs and those who speak English as their second language

103. Present inspection findings reflect those of the previous report, when teaching and achievement were judged to be good. Recent guidelines for the subject are adding new perspectives to teaching and learning, by ensuring that assessment of pupils' work is helping teachers to plan the next step in lessons.
104. The school celebrates pupils' achievement in art and design through its displays, which provide evidence of a rich range of experiences. Art and design is linked effectively to learning in other lessons and so it is not unusual to see paintings of characters from famous stories illustrating pupils' written work; or pastel and crayon drawings of 'old teddies' enhancing learning in history. In a similar way, design and technology and art have close links. For instance, younger pupils producing musical instruments use skills with cutting and joining that form a bedrock for work in textiles and sewing. In a Year 2 lesson, most pupils are able to work imaginatively and create something new for themselves. Pupils creating Joseph's coat, for instance, make good progress as they test out new techniques with appliqué and fabric pens. Another group decorate their clay coil pots with paint. However, in the same lesson, a small number of pupils make less progress than expected, when they spend time on a task related to colouring in a prepared design. Behaviour in lessons is good and pupils share resources amicably. Pupils are beginning to make improvements to their work and discuss ideas with each other.
105. Teaching in art and design is generally good. Lessons are well managed and move at a good pace. Teachers are enthusiastic and resources are accessible and used well in lessons. Space is cramped in many classrooms, but this does not deter teachers and pupils from experimenting with a wide range of experiences and techniques. Lessons are planned clearly and teachers are using the new guidelines in art to ensure coverage and skills progression. All of this indicates a successful subject, that is well managed and is a strength of the school.

DESIGN AND TECHNOLOGY

106. Design and technology has developed well since the previous inspection. Each class can show examples of children's work, stored in a portfolio and this is useful practice. Year 1 pupils make sensible suggestions about the construction of stick puppets and go on to make them successfully in a busy lesson. They collaborate willingly and applaud each other's imaginative ideas. Recently, they have worked from a 'face' theme, designing and making carrier bag masks and designing and making play-dough faces, painting and glazing them to a good standard of finish. Year 2 pupils have made and decorated a range of artefacts as well as a range of wind-operated devices including toy windmills. Good use of ICT is evident in their computer designs of Joseph's coat of many colours, before making the coat using a prepared template. In another good example of the use of ICT to support learning, pupils devised a 'rascally cake' on the computer, with both good and naughty ingredients. The standard of this work in design and technology is in line with national expectations, and can be above this level. Progress is good for all groups of pupils including those with special educational needs and those who speak English as an additional language.
107. Teaching of design and technology is satisfactory, and sometimes is better. There is a well-written policy document with targets aimed at developing pupils' skills as they move through the school. Pupils frequently plan before making, but they seldom evaluate their products, so they have no basis for suggesting improvements. Teachers keep records of the success of projects, which are monitored by the subject manager. She modifies challenges in response to the teachers' experience, so that the pupils are always presented with manageable activities. There is no assessment of children's individual work. This would make it possible to match projects more closely to pupils' experience and ability, and thus aid the progress they make as well as helping to raise standards. The subject has had limited funding, and there is no central store of tools or more challenging materials to use. These are areas for review.

GEOGRAPHY

108. The school has maintained the good standards achieved in geography at the last inspection. Good progress is made by all groups of pupils. Pupils learn about their locality using large-scale maps and photographs, and make educational visits further away – to Birmingham city centre and to the Frank Chapman Centre in Bewdley, where they stay for three days. Year 1 pupils have

studied ways of improving the environment, to include more trees, flowers and dogs! They use a map to trace their journey to school and they identify local landmarks. Learning assistants are valuably used to support this work. Pupils can explain plan view (bird's eye view of the roof plan) – 'You can see the roof but not the windows', indicating a secure understanding. They complete plans of their classroom and school, and draw plans of their bedroom, and also a fantasy island involving the use of a simple key.

109. This work is extended and developed in Year 2. Pupils have a growing awareness of maps, and their mapping skills are developing well. Town and country environments are contrasted and pupils are able to draw out similarities and differences, both orally and using or devising charts to record their observations. Work is well planned at the right levels, so that learning is always extended. In one good example the pupils were able to identify Birmingham as a city and say what buildings they would expect to find there, classifying these as public buildings, squares, monuments and in other categories. Many can find their way round an oblique aerial view of Birmingham city centre and identify places they have discussed. This work is in line with, and sometimes above, national expectations.
110. Teaching of geography is good. The subject management is sound; the co-ordinator is enthusiastic and has prepared a practical policy. She has accumulated some useful resources from a modest budget. She would welcome further training in her role, and time to monitor the subject. What is missing is a whole school system for assessing and recording pupils' attainment and progress, so that staff have an accurate up-to-date measure of what their pupils know and understand in geography.

HISTORY

111. No lessons in history were observed and so pupils' previous work, discussions with pupils, displays and teachers' planning have helped to form judgements. By seven years of age, standards in history are similar to those reached nationally. Pupils in all year groups make steady progress with their learning and work in parallel year groups is of a similar, sound standard. The subject is enjoyed by the pupils, who are keen to share their learning and to talk about what they know and remember.
112. There have been improvements in history since the last inspection. A clearer sense of chronology is being developed through the use of simple time lines. At the start of school, younger pupils look at changes in their own life as they consider how they develop from a baby to a small child. In Year 1, pupils study different toys and sequence and order them according to age. They point out the oldest and newest, and they begin to understand the passing of time as they use words such as 'long ago' and 'in the past'.
113. There are now schemes of work in history, which provide clearer guidance for teachers on what is to be taught and learnt in each year. New assessment procedures will also help to guide this learning. As yet, the use and range of artefacts is still limited, although visits to places of local historical interest, such as the Black Country Museum, add to learning.
114. By Year 2, pupils begin to study famous people from the past and make simple comparisons of 'now' and 'then'; for instance, how people lived in Victorian times. Although there are pockets of personal writing, such as the story of Guy Fawkes, most work is linked to worksheets, which takes away the chance of communicating in history lessons in an original way.
115. On the evidence provided the teaching is satisfactory. Teachers' planning shows lessons are clearly planned and that the teachers themselves have a good level of expertise in the subject. Work in books indicates that guidelines for each year group are being followed and that steady progress is being made in each year. Work is marked consistently. Teachers limit the ways in which pupils can communicate their knowledge and understanding in history, by basing much of the work on worksheets.
116. The co-ordinator manages the subject appropriately. As yet she is not able to monitor teaching and learning, and this limits the information she has about the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Despite progress made since the last inspection, standards are below expectations at the end of Year 2. The school is not fulfilling the requirements for ICT. The restrictive space of the Victorian building makes it difficult to increase the number of computers – currently one for each class, two in the nursery and four in the library. At least seven more computers will be needed to bring the school in line with national guidelines and the school's targets. The library computers are networked for Internet use, but not for file sharing, which means that educational programs have to be individually loaded on each computer. Pupils cannot save their work on disc for next time. The school has a very good range of appropriate programs, and regular informed technician support. There are also two programmable Roamer toys that are used well, tape recorders and headphones, a keyboard and a digital camera. Given these resources, and the gaps in the delivery of the curriculum, the pupils are not making satisfactory progress. This includes those pupils with special educational needs and those who speak English as an additional language.
118. There are examples of sound use of ICT throughout the school, for example in design and technology, but this is patchy. With help from their teacher the reception children are able to use a programmable toy, successfully predicting its path and programming its movements. The higher attaining pupils used the correct positional language; lower and average attaining pupils had limited language skills, but they competently programmed the Roamer to travel across the circle of children. The teacher's initial direct teaching enhanced their understanding well, so that by the end of the lesson every pupil made good progress.
119. Year 2 pupils extend this work with the Roamer to follow compass points successfully, but this does not happen with other aspects of ICT. Much of the other work is ad-hoc, but, that said, ICT is used in a limited way to support pupils' learning across the entire curriculum. Aspects of the different strands in the ICT curriculum are covered, but not in enough depth for pupils' understanding to be secure. Pupils' skills are not developed in a systematic way, and there is little assessment of their progress and attainment. This limits the information that is available to plan the way forward.
120. Where it takes place, the teaching of ICT is sound. Teachers have undertaken specific computer training and are growing in confidence. The very new ICT co-ordinator has a clear idea of how to move the subject on, and how to make far better use of the current resources. The new school will have a computer suite, offering pupils far greater access to the subject than they have at present.

MUSIC

121. Standards are broadly average, and pupils make good progress. This includes those pupils with special educational needs and those who speak English as an additional language. Lessons are well planned and teachers have a good knowledge of the subject, making sure that learning is successful. Much of the singing is tuneful and expressive, and the majority of seven-year-olds have a sound understanding of rhythm and beat, with a reasonable sense of pitch. Some Year 1 pupils found this difficult when singing *In all kinds of weather*, but the teacher's good use of her own voice soundly improved the quality of the pupils' performance.
122. Instrumental work is enjoyed, and pupils try hard to do their best. They get a great deal of pleasure from their achievements, for example when seven-year-olds were learning about timbre and the use of different materials in musical instruments. In this lesson the teacher used questions very effectively when 'teasing out' the idea of timbre from the pupils by playing an identification game with pairs of wooden, metal and plastic spoons. Learning was effective, and by the end of the lesson pupils' understanding of the characteristics of various sounds was much more secure.
123. In one lesson, with five and six-year-olds, the pupils were exploring the link between sounds, rhythms and effects. At the end of the lesson pupils chose their own instruments to create the sounds of rain, wind and sea, having previously worked with a range of different instruments. Some of the pupils had a good sense of rhythm, others struggled to match the movement they wanted to the music. Good direct teaching, and demonstrations by the teacher, produced a

significant improvement between the first and the third performance. Good progress was made and some of the pupils were able to recognise their improvements.

124. There is no co-ordinator for music but the teachers are well supported by a teacher from Sandwell music support team. Teachers plan their own lessons and they make good use of recorded music. Resources are adequate.

PHYSICAL EDUCATION

125. Standards in dance are broadly average for the seven-year-olds. Lessons take place in the school hall, which is very cramped with little space, and this is not the school's fault. Inspectors were only able to observe dance lessons because outdoor lessons were cancelled due to bad weather. It is not possible to make direct comparisons with the previous report that judged standards to be above expectations.
126. Dance lessons are enjoyed and the pupils are positive about physical education. All of them are fully included in every aspect of lessons and they are well taught. This includes pupils with special educational needs and those with English as an additional language. Teachers make sure that the pupils know what they are going to achieve in a lesson, and this helps them to focus well and to try hard. Pupils eagerly contribute to the discussion about why they warm up before a lesson. In one lesson the good teaching, linked to appropriate music, gave all the children every opportunity to listen carefully and to respond creatively to the mood of the music. The teacher extended this effectively, so that by the end of the lesson the pupils improved the quality of their movements, successfully working with a partner. A minority of pupils found this hard, but they did their best and persevered to achieve limited success eventually.
127. English folk dancing is enjoyed, giving the pupils an opportunity to experience dances from their own culture. Seven-year-old pupils accurately hold the beat of eight when skipping and clapping. In this lesson good demonstrations by the teacher successfully helped the pupils to learn a new movement – Crossover – which the pupils mastered by the end of the lesson. Everyone made good progress.
128. Physical education is well managed, and all elements are covered in planning. The co-ordinator checks standards, teaching and learning by analysing weekly monitoring sheets, and this gives her some indication of standards and progress. Assessments are made against national criteria, and these help to inform future plans as well as providing evidence for pupils' reports.

RELIGIOUS EDUCATION

129. The seven-year-olds achieve average standards in religious education, as they did at the last inspection. Spiritual, moral, social and cultural development successfully underpins much of the school's work in the religious education. Pupils know the main stories about Jesus, and they know that they are written in the Bible. The main Christian festivals are understood, and pupils are beginning to understand the meaning of prayer. One pupil aptly demonstrated this by saying that a prayer is 'talking to God'. Work on Judaism was displayed attractively, but most pupils found this difficult to talk about – even with some prompting. Despite this, most pupils have made sound progress in their knowledge and understanding over the school year. This includes pupils with special educational needs and those who do not speak English at home. Pupils are enthusiastic and keen to talk about their work in religious education.
130. Teachers use 'circle time' well to enable the pupils to express their own ideas and feelings with the rest of the class. In one lesson the teacher's very good relationships with her class enabled her to open up a discussion about honesty by encouraging the pupils to draw on their own personal experiences. Working in pairs, the pupils shared their own experiences of telling the truth. Using the examples of riding a bike in the street and not looking after a younger sister, the teacher posed questions about what would happen next. This helped the pupils to consider the outcomes of their actions, with one meaningful comment – 'It can get worse if we don't tell the truth'. As the lesson moved on the teacher read an appropriate story, adeptly drawing out a definition of honesty at the end of the lesson. The pupils decided that honesty is 'Always telling

the truth'. All of this shows that pupils are confident to talk about issues that affect them in a meaningful way.

131. The co-ordinator has a number of subjects to manage, and she is not able to monitor standards, teaching and learning. There are no systems for formally assessing what the pupils know, understand and can do, but teachers regularly undertake their own assessments. This informs their planning adequately, as pupils' work is closely based on the Agreed Syllabus for religious education.

