

# **INSPECTION REPORT**

## **LYNG PRIMARY SCHOOL**

West Bromwich

LEA area: Sandwell

Unique reference number: 103968

Acting Headteacher: Gillian Quinlivan

Reporting inspector: Dr J Turnock  
14814

Dates of inspection: 22 – 26 January 2001

Inspection number: 208800

Inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Maintained
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Horton Street West Bromwich West Midlands
Postcode:	B70 7SQ
Telephone number:	0121 553 1480
Fax number:	0121 580 2066
Appropriate authority:	The governing body at the above address
Name of chair of governors:	Cyril Banyard
Date of previous inspection:	16 November 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14814	J Turnock	Registered inspector	Areas of learning for children in the foundation stage Art and design Design and technology Music Physical education	What sort of school is it? The school's results and achievements What should the school do to improve further?
11072	S Elomari	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
2785	J Bird	Team inspector	Provision for pupils with special educational needs Mathematics Science	How good are the curricular and other opportunities offered to pupils?
18652	B Bissell	Team inspector	Provision for pupils with English as an additional language English Information and communication technology Geography History	How good are the curricular and other opportunities offered to pupils?
10077	H Morrison	Team inspector	Equal opportunities Religious education	How well is the school led and managed?

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33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>24</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Lyng Primary School is a co-educational county primary school for pupils aged from three to eleven years of age. The attainment on entry to the Reception class is well below average. There is an 80-place nursery and children are admitted on or after their third birthday. The admission number in Reception is 60. In January 2000 there were 429 pupils on roll, compared with the average size nationally of 243 pupils. However, the number of pupils is declining, and is currently 373, due to a regeneration scheme of the housing stock in the area. This has affected the school population drastically reducing intake for 2000-2001 from two-form entry to one and a half form entry. There has been, and will be, significant mobility of pupils during the academic year both in and out of school. The percentage of pupil's known to be eligible for free school meals is above the national average and the proportion of pupils speaking English as an additional language is high. Approximately 14% of pupils come from minority ethnic backgrounds and for whom English is an additional language. The percentage of pupils identified as having special educational needs, including statements, is broadly in line with the national average. The proportion of pupils with statements of special educational need is below the national average. The majority of pupils with special educational needs have been identified as having speech or communication difficulties. The attendance rate at the school in the 1999/2000 academic year was well below the national average and the rate of unauthorised absence was below the national average.

### **HOW GOOD THE SCHOOL IS**

Lyng Primary School is an improving school and has made significant progress in raising standards since the last inspection, particularly in the foundation stage for the under-five children and in Key Stage 2. Pupil's achievements are continuing to rise due to the significant improvement in the quality of teaching in both key stages. However, standards are still below the national average in English, mathematics and science by the time pupils are aged seven, but rise to the national average by the time the children are aged eleven in mathematics and science. At age eleven, standards in English remain below the national average. Over the last five years improvements in the entire core subjects were above the national trend at the end of Key Stage 2. During the inspection there were some instances of educational exclusion when pupils were withdrawn from lessons for the 'Additional Literacy Strategy and Numeracy lessons for Year 5 pupils. As a result pupils do not always have full access to the curriculum. The leadership and management of the acting head teacher and key staff are good, however the effectiveness of the governing body in fulfilling its responsibilities is poor. The significant improvement since the last inspection regarding better standards in pupils' attainment result in the judgement that the overall effectiveness of the school is good. The school gives satisfactory value for money.

#### **What the school does well**

- Provision for the children under-five.
- Teaching throughout the school.
- Pupils' attitudes and behaviour are very good.
- Provision for pupils' personal and social development is very good.
- Procedures for monitoring and promoting good behaviour and eliminating bullying are very good.
- Induction of new staff.

### What could be improved

- Standards in English, mathematics and science at the end of Key Stage 1 and English at the end of Key Stage 2.
- Standards in information and communication technology (ICT), religious education, design and technology and music at the end of both key stages.
- The fulfilment of the governing bodies statutory requirements
- That religious education meets the requirements of the locally agreed syllabus
- Provision for pupils' cultural development.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in November 1998. The four key issues have been addressed well apart from the governing bodies role in monitoring the quality of education provided by the school. The key issue relating to raising attainment in English, mathematics, science and ICT has been effective. However, there is still a need to raise standards of attainment in English, mathematics and science at the end of Key Stage 1 and English at the end of Key Stage 2. There has been an improvement in standards in science at both key stages. Attainment in mathematics has improved in both key stages and most significantly at the end of Key Stage 2. Standards have fallen in religious education, music and design and technology since the last inspection. Attainment and progress in ICT still remains below average at the end of both key stages. The quality of teaching has improved significantly since the last inspection, rising from 10% very good or better to 26% very good or better during the current inspection week. The effective use of the literacy and numeracy strategies underpins teaching and learning across both key stages. The school now provides a broad and balanced curriculum. The school now ensures that the school's assessment systems are clearly understood and applied in Key Stages 1 and 2 and that assessment is used to inform planning and teaching. The quality of education provided by the school has improved. However, the school has not improved the effectiveness of the governing body in monitoring and evaluating the quality of curriculum planning and standards of attainment. The school has the capacity to improve further and this is reflected through the school ethos where there is a shared commitment to improve.

### STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	C	D	C	well above average A
mathematics	E	D	C	B	above average B
science	E	D	C	B	average C
					below average D
					well below average E

Baseline assessments carried out by the teaching staff indicate that children under-five years of age enter the nursery with very low standards in personal, social and emotional development, communication, language and literacy, mathematics and knowledge and understanding of the world. The standards in creative and physical development, however, are broadly in line with what may be expected of children at this age. By the time the children are five the majority, even with the rapid progress made due to the high standard of teaching, will not achieve the early learning goals in these areas. A contributory factor is the high proportion of children with special



educational needs and/or English as an additional language. Even so, a significant minority of children will achieve or exceed the early learning goals in communication, literacy and language, mathematics and personal, social and emotional development. At the end of Key Stage 1 the 2000 test results for the pupils aged seven indicate that compared with all schools, standards in speaking and listening, reading and writing, mathematics and science are well below the national average. Those pupils reaching the higher Level 3 in English and mathematics was close to the national average but below in science. From 1996 to 2000 for reading, writing and mathematics, there have been significant upward trends compared with the national average. At the end of Key Stage 2 the 2000 test results for English, compared with all schools, are below average, but are broadly in line in mathematics and science. Compared with similar schools the results for English are broadly in line with the national average and above national average in mathematics and science. At the end of Key Stage 1, taking the performance of boys over the three years 1998-2000 together, against the performance of girls in the same period, the results show that reading, writing and mathematics fell below the national average for both boys and girls, but that the girls performed better than the boys in reading and mathematics. Results for boys and girls were comparable in writing. At the end of Key Stage 2 the trend was reversed in English, mathematics and science, with the boys performing better than the girls while still remaining below the national average. The standard of work seen in the nursery during the inspection is good. Standards of work seen at the end of Key Stage 1 are unsatisfactory overall. However, by the end of Key Stage 2, due to good and very good teaching, standards of work seen are satisfactory overall. Attainment overall in English in the foundation stage and at the end of Key Stages 1 and 2 is below average. Attainment in mathematics overall in the foundation stage and at the end of Key Stage 1 is below average, but by the time the pupils are aged eleven attainment is broadly in line in mathematics. Standards of attainment in science at the end of Key Stage 1 are below national average but broadly in line with the national average by the time pupils are eleven years of age. This is an improvement in pupil's attainment at the end of Key Stage 2 since the last inspection. The inspection findings are in accordance with the National Curriculum test results. Standards of attainment at the end of Key Stages 1 and 2 in ICT, design and technology and music are below the national average. Standards in religious education are below the national expectations at the end of both key stages and the subject is not in line with the locally agreed syllabus. In art and design, geography, history and physical education standards are broadly in line with the national average at the end of both key stages. Pupils' literacy skills overall are below average at the end of both key stages. In numeracy, pupils' attainment is below average at the end of Key Stage 1, but by the time they reach eleven attainment is broadly in line with national averages. The school has set challenging targets, especially in English and mathematics and are in line with those set by the local education authority (LEA). All pupils are hard working and conscientious and apply themselves very well to the tasks set by the teachers.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have good attitudes to their learning and they try hard. They work collaboratively during lessons and enjoy the wide range of stimulating activities provided by the teaching and non-teaching staff.
Behaviour, in and out of classrooms	Behaviour is very good at all times and makes a positive contribution to the pupils' academic and social learning.
Personal development and relationships	Pupils' personal development and relationships are good. They show respect for one another and relationships throughout the school are very good.
Attendance	Attendance is satisfactory and shows steady improvement since the 1998 inspection.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The quality of the teaching has improved significantly since the last inspection due the school's determination to improve teaching through the intensive programme of in service teacher training. Teaching overall is satisfactory or better in 70%, of lessons, very good or better in 27% and unsatisfactory in 3%. Teaching throughout the school is good overall and a strong feature in the nursery and the Reception classes. It is good in 58% of lessons and very good in 42% of lessons observed in the nursery and Reception classes. Teaching in Key Stage 1 is satisfactory in 37% of lessons, good in 42% and very good or excellent in 16%. When teaching is very good or excellent teachers have very high expectations for pupils' learning outcomes and behaviour. They plan challenging tasks and give very good support to those pupils with special educational needs and for whom English is an additional language. Teaching in Key Stage 1 was unsatisfactory in only 5% of lessons observed. When teaching was unsatisfactory the lesson objectives were not clear or well matched to the interests and ability of the pupils. The pace of the lesson was slow which resulted in some inappropriate behaviour by a minority of the pupils. The quality of teaching in Key Stage 2 ranged from unsatisfactory to excellent with the majority of lessons being judged good. In 29% of lessons teaching was satisfactory, 40% good, 28% very good or excellent. Teaching was unsatisfactory in only 3% of lessons observed. When teaching was very good or excellent teachers build successfully on pupils' previous knowledge, ask challenging questions and have high expectations for learning and good behaviour. When teaching was unsatisfactory the pace of the lesson is slow and the tasks set do not take full account of the different abilities in the class. The skills of communication, including literacy and numeracy, are well taught in the vast majority of lessons. The quality of teaching in English across the school was satisfactory or better in 55% of lessons, very good or better in 38% and unsatisfactory in 7%. In mathematics the quality of teaching across the school is 75% good or better and 25% very good or better. The quality of teaching in all subjects ranges from satisfactory to excellent and only in a small minority of lessons in religious education and in literacy lessons is teaching unsatisfactory. Teachers plan work that is challenging and interests the pupils. As a result pupils make good progress in lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. The curriculum in the foundation stage is closely linked to the early learning goals. However, statutory requirements are not met in religious education.
Provision for pupils with special educational needs	The provision is good and these pupils make good progress.
Provision for pupils with English as an additional language	The provision is good and these pupils to make good progress
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal, including spiritual, moral and social development is good. However, the pupils' cultural development is unsatisfactory overall.
How well the school cares for its pupils	The school cares very well for its pupils.

## Strengths

The school works well in partnership with parents. They are welcomed into school and many attend social and school events such as the class assemblies. Teachers and other staff set high standards for pupils and act as very good role models resulting in good behaviour. Early identification is made of any special educational needs and individual plans are drawn up; these vary in quality but there are many examples of very good practice.

## Weaknesses

The range of activities is sufficiently broad and balanced in all areas of learning in Key Stages 1 and 2 apart from religious education and some aspects of design and technology and music. Statutory requirements are not met in religious education and the school library is underdeveloped and not often used to support pupils learning. There is an inconsistent approach to marking pupils' work and the setting of homework. Some pupils miss parts of lessons when they are withdrawn for additional literacy or numeracy support. Aspects of information to parents in the prospectus and the governors' annual report to parents do not meet statutory requirements.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The acting headteacher, senior management team and curriculum coordinators provide clear educational direction for the school and they are particularly effective at improving the quality of teaching and learning
How well the governors fulfil their responsibilities	Poor. The governors do not have a strategic overview of the school, nor do they monitor the outcomes of actions taken, nor assess the educational value for money provided by the school.
The school's evaluation of its performance	Satisfactory. The school applies the principles of best value and is improving the quality of teaching and in consequence raising attainment.
The strategic use of resources	Satisfactory. Resources have been targeted appropriately towards standards of attainment and the quality of teaching. There are, however, some deficiencies in the use of ICT and resources for religious education. The school library is unwelcoming and inadequate.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children like coming to school.</li><li>• Children make good progress.</li><li>• Teaching is good.</li><li>• Behaviour is good.</li><li>• The school is helping children become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• Homework.</li><li>• Information about how their child is getting on.</li><li>• A more interesting range of activities outside lessons.</li><li>• Support for pupils with special educational needs.</li></ul>

Inspectors' judgements support the parents' positive views about the school. The inspection team found that parents were correct in their view about how the school could improve homework and the information provided about how their child is getting on in school. The inspection team disagrees that the school should provide a more interesting range of activities outside lessons, as there is a sufficiently wide range of extra curricular clubs available to the pupils. The inspection findings indicate that the school gives good support to those pupils with special educational needs.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The inspection took place during the week beginning 22 January 2001. During the previous twelve months the number on roll fell by 56 pupils, due principally to the reduction in the catchment area housing stock as a result of redevelopment under a government regeneration scheme. The consequent relocation of much of the local population has meant that comparisons between test results in Key Stage 1 and Key Stage 2 are unreliable, since the cohort has changed. A further consequence of the redevelopment scheme and the reduction of the number of pupils on roll have been larger classes and a reduction in staff. As a result of these factors there has been an adverse effect on the standards, which might otherwise have been achieved given the high quality of teaching observed during the inspection. A further factor is the large number of pupils with special educational needs and/or English as an additional language.
2. Baseline assessments carried out by the teaching staff indicate that children under-five years of age enter the nursery with very low standards in personal, social and emotional development, communication, language and literacy, mathematics and knowledge and understanding of the world. The standards in creative and physical development, however, are broadly in line with what may be expected of children at this age. A consequence of this is that although the children make good progress due to the high quality of teaching, they enter the Reception classes still below average in standards of attainment in personal, social and emotional development, communication, language and literacy, mathematics and knowledge and understanding of the world. In creative and physical development children enter the nursery with attainment broadly in line with standards expected for children of this age. A significant contributory factor is the impact the high proportion of children with special educational needs and for whom English is an additional language have on the attainment of the majority of children. Even so, a significant minority of children will achieve or exceed the early learning goals in communication, literacy and language, mathematics and personal, social and emotional development.
3. At the end of Key Stage 1, the 2000 test results for the pupils aged seven indicate that compared with all schools, standards in speaking and listening, reading and writing, mathematics and science are well below the national average. Compared with similar schools, however, reading and writing is below average but mathematics is broadly in line in with national averages. From 1996 to 2000 for reading, writing and mathematics, there have been significant upward trends compared with the national average.
4. At the end of Key Stage 2, the 2000 test results for English, compared with all schools, are below average, but are broadly in line in mathematics and science. Compared with similar schools the results for English are broadly in line with the national average and above national average in mathematics and science.
5. At the end of Key Stage 1, taking the performance of boys over the three years 1998-2000 together, against the performance of girls in the same period, the results show that reading, writing and mathematics fell below the national average for both boys and girls, but that the girls performed better than the boys in reading and mathematics. Results for boys and girls were comparable in writing. At the end of Key Stage 2 the trend was reversed in English, mathematics and science, with the boys performing better than the girls while still remaining below the national average.
6. The children aged under-five with special educational needs make good progress as a result of very well managed and carefully planned provision. Their specific needs are identified and class teachers and support assistants use the children's individual education plans to

ensure that they provide work at the appropriate level. Targets are well matched, achieved by the children and regularly reviewed. Teachers have identified the potentially higher-attaining children and match the work well to their specific needs. These children are receiving a challenging and yet supportive curriculum. In Key Stages 1 and 2, pupils with special educational needs make satisfactory progress. Overall, these pupils receive satisfactory support in lessons and meet the targets in their individual education plans. However, these pupils do not make such rapid progress in the foundation stage due to the fact that there are fewer support staff in some of the classes to help them with their learning. All pupils in Reception, and at Key Stages 1 and 2 who have English as an additional language make good progress. Progress made by gifted and talented children is good for the children in the foundation stage and satisfactory for pupils in Key Stages 1 and 2.

7. The standard of work seen in the nursery during the inspection is good. Standards of work seen at the end of Key Stage 1 are unsatisfactory. However, by the end of Key Stage 2, due to good and very good teaching, standards of work seen are satisfactory overall. Attainment overall in communication, literacy and language in the foundation stage and at the end of Key Stages 1 and 2 in English is below average. Attainment in mathematics overall in the foundation stage and at the end of Key Stage 1 is below average, but by the time the pupils are eleven attainment is broadly in line.
8. The inspection findings are in accordance with the National Curriculum test results apart from standards of work seen at the end of Key Stage 1.
9. Standards of attainment at the end of Key Stages 1 and 2 in ICT are below the national average. Standards in religious education are below national expectations at the end of both key stages and not in line with the locally agreed syllabus. Standards in design and technology and music are below average at the end of both key stages.
10. In art and design, geography, history and physical education standards are broadly in line with the national average at the end of both key stages.
11. Pupils' literacy skills overall are below average at the end of both key stages.
12. In numeracy, pupils' attainment is below average at the end of Key Stage 1, but by the time they reach eleven, attainment is broadly in line with national averages.
13. The school sets challenging targets for all pupils, including those with special educational needs and English as an additional language. The school is effective in identifying under-achievement by particular pupils and meeting their needs through an individual education plan. The school has made significant progress since the last inspection in improving teaching and learning, particularly in the core subjects. The school is well on course to meet its own targets for pupils' attainment through the intensive programme in place for the improvement of teaching and learning.

### **Pupils' attitudes, values and personal development**

14. Pupils have good attitudes to learning and respond positively to all school activities. All pupils are hard working and conscientious and apply themselves very well to the tasks set by the teachers. All the parents who returned the questionnaire indicated that their child liked coming to school. Almost all pupils take an interest in their work and frequently enjoy activities. For example, Year 6 pupils were intrigued when a "Victorian visitor" arrived in their history lesson and were soon engrossed in questioning her about life in West Bromwich during the 1870s. In a Year 2 literacy lesson, when pupils had to predict the endings of stories, they worked with real enjoyment. Many pupils show enthusiasm for learning and take pride in their work. Pupils enjoy showing visitors what they have done. Almost all pupils concentrate well, often for long periods, and try hard to complete the work they are set. They are helped to concentrate by the interesting work and good level of

challenge in the majority of lessons. Pupils respond very well to the many opportunities they are given to work with others in pairs or small groups. This happens in many subjects, but is a particularly strong feature of literacy and numeracy lessons. Pupils with special educational needs share the positive attitudes that pervade the school and try hard to complete their work. Those for whom English is an additional language also work hard and are keen to learn. Children in the nursery and Reception class are confident and happy. The children are confident and establish very effective relationships with other children and adults. They concentrate and persevere in their learning and work both independently and as part of a group. The majority are eager to initiate ideas and solve simple practical problems. Children take turns and share equipment fairly when engaged in activities. They have a clear understanding of what is right and wrong and as a result, behaviour is very good at all times. Children treat property and living things in the classrooms with care and concern. They enjoy their activities and teachers work hard to provide interesting tasks that help them to concentrate for increasing lengths of time.

15. Pupils respond very well to the high expectations teachers and other staff has of behaviour, both in lessons and at breaks and lunchtimes. Almost all pupils understand what is expected of them, aided by the simple, clear and effective school rules that are displayed throughout the school. They understand the system of rewards and sanctions, and are very well motivated by it. They enjoy receiving their behaviour cards initialled each day and look forward to the stickers and treats they earn. Pupils try hard to earn a commendation from the lunchtime supervisors. The rare incidents of bullying are dealt with promptly and effectively, often by the effective use of classroom discussions during 'circle time' to address the situation. In lessons, behaviour is usually good or better. In only one of the lessons observed during the inspection was behaviour less than satisfactory. In two thirds of the lessons observed, behaviour was good or better and in seventeen of the lessons behaviour was very good or exemplary. In the nursery and Reception classes behaviour is very good and well reinforced by the daily routines. Behaviour at breaks and lunchtimes is consistently very good. In the dining hall and the playground pupils are almost always polite to one another and to adults. They look after their own property well and show due respect for the school's books and other resources. Parents state that behaviour in the school is good and rightly see this as strength of the school's work. There were no exclusions in the last school year.
16. The quality of relationships throughout the school is very good; this is a significant strength. Pupils show very high levels of respect for teachers and other adults. The relationships they form with one another, with teachers and other adults are very good. Pupils work well together and share resources in a friendly way. They listen well to other pupils and to their teachers. Pupils show very high levels of respect for the views of others and consider their feelings carefully, helped by the very good teaching of personal and social education throughout the school. The school is a very harmonious community in which all pupils are valued members. Pupils enjoy helping others, and volunteer to help one another and the teachers. They enjoy applauding the good efforts and achievements of others during lessons, in the class praise sessions that end the day and at the weekly praise assembly. Pupils respond positively to the opportunities provided in personal and social education to explore their feelings. The good attitudes to work and play, very good behaviour and very good relationships make a significant positive contribution to pupils' learning and achievement throughout the school.
17. Pupils are willing to take responsibility when they are asked to do so. For example, they return registers to the office, distribute books and resources and keep their classrooms tidy. Pupils in Year 6 are given increased responsibility, acting as messengers and helping to organise House activities. In some lessons, pupils are expected to work independently on research and other tasks. They rise to this challenge well. However, opportunities for pupils to work independently and take responsibility for their own learning are limited by the insufficient use currently made of the library and the new ICT suite.

18. Attendance has improved steadily since the previous inspection in 1998; however, it remains slightly below the national average. The school is in line to meet its targets of improved attendance for the current year, when it should reach the national average. The majority of absence is due to illness, with a small but significant number of prolonged absences abroad. Currently, attendance figures are affected adversely by the mobility of the population due to the local regeneration of the housing stock. Levels of unauthorised absence are consistently below the national average and almost all pupils are keen to attend school. Punctuality is generally good.

#### **HOW WELL ARE PUPILS TAUGHT?**

19. The school has a strong team of teachers and classroom assistants who work well together and the overall quality of teaching is good. The quality of the teaching has improved significantly since the last inspection due the school's determination to improve teaching through the intensive programme of in-service teacher training. The very good improvement in the quality of teaching has had an affect upon pupils' progress and their subsequent attainment. Teaching throughout the school is good overall and a strong feature

in the nursery and the Reception classes. □ Teaching and non-teaching staff have very high expectations for behaviour and learning and there is a range of teacher-directed activities as well as opportunities for independent learning in the foundation stage and in Key Stage 1 and 2. There are very effective procedures for assessing individual children, and good support for those with special educational needs and English as an additional language. Teachers and nursery assistants are very effective in extending children's speaking and listening and numeracy skills by excellent questioning techniques. The staff provides a very stimulating environment and plan a wide range of activities, which promote the children's knowledge, and understanding of the world.



□ The quality of teaching in Key Stage 1 is good overall. When teaching was unsatisfactory the lesson objectives were not clear or well matched to the interests and ability of the pupils. The pace of the lesson was slow, which resulted in some inappropriate behaviour by a minority of the pupils. The quality of teaching in Key Stage 2 ranged from unsatisfactory to excellent, with the majority of lessons being judged good. When teaching was unsatisfactory, the pace of the lesson is slow and the tasks set do not take full account of the different abilities in the class. The skills of communication, including literacy and numeracy are well taught in the vast majority of lessons. However, ICT is not always used in lessons to support pupils' learning. The quality of teaching in all subjects apart from a small minority of lessons in religious education and a literacy lesson, teaching ranges from satisfactory to excellent.

22. Teachers plan work that is challenging and interests the pupils. As a result, pupils make good progress in lessons including those with special educational needs and for whom English is an additional language. Teachers are effective in using assessment to inform planning which is an improvement since the last inspection. The quality of teaching has improved greatly in Key Stages 1 and 2. For children under-five teaching has maintained the good and very good quality observed at the time of the last inspection. The very good staff development and the implementation of the school's teaching and learning policy by the staff are the main reasons for these improvements. A very effective programme of developing the quality of teaching throughout the school has resulted in greater teacher confidence in setting clearer learning objectives for pupils, developing lesson planning and matching teaching techniques to learning approaches to improve the progress of pupils made in lessons. These developments have been successfully incorporated into the teaching of the National Literacy and Numeracy Strategies, where there is a good balance between whole class teaching and well-targeted group work in these subjects. All staff are committed to looking for ways to build upon and improve what they have to do. Teachers plan together, share ideas and evaluate their successes and weaknesses. The hard work and enthusiasm of the teachers is transmitted to the pupils. Clear explanations enable the pupils to understand what they have to do. Lessons proceed at a good pace and are well structured to maintain the pupils' interest.
23. The teaching of English is good overall at both key stages and for mathematics is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers prepare their work thoroughly and identify learning targets, which are clearly conveyed to the pupils in most lessons. The majority of teachers display competency in teaching the sounds of letters but this is not consistent, particularly at Key Stage 1. Within the Year 2 class, phonic skills are well taught and the pupils' good progress carefully recorded. Teachers setting targets for the completion of tasks sustain the pace of lessons in the independent work. In a minority of lessons the pace is slow and as a result this affects the progress the pupils make. The teachers' weekly planning for English and mathematics is very good and builds well on what pupils have done before. Most teachers provide a very good model in reading aloud and this is reflected in the pupils' good expression when they read together. In an excellent Year 2 English lesson, the teacher planned a variety of challenging activities that extended pupils' phonic development. The teacher explained clearly the purpose of these activities and gave expectations as to what pupils had to achieve to be successful. Group work was excellently managed; the contributions made by a student classroom assistant were effective and the teaching by the English as an additional language co-ordinator was very well focussed upon her pupils' needs. In most literacy and numeracy lessons the teachers focus successfully on the targets for learning when reviewing progress with their pupils.
24. Precision teaching in small groups through "booster" classes in English and mathematics for Year 5 and 6 pupils addresses the precise needs of the pupils effectively. Pupils with special educational needs and those for whom English is an additional language make good progress overall as a result of effective teaching that takes account of their needs. Their progress is particularly good in Years 2, 5 and 6 and the mixed age Year 5 and 6 class, where teachers' planning for pupils of different abilities is very good.

25. In the majority of lessons, teachers' positive and high expectations of work and behaviour contribute significantly to the good progress made by the pupils. The teachers' use of language and skilful questioning extends their pupils' vocabulary and enables them to voice their ideas more fully. For instance, in a good Year 5 lesson, pupils developed their understanding of specialist geographical vocabulary through their teacher's effective questioning that encouraged them to extend their views about how the Lyng Regeneration Project would affect the lives of local people of all ages. There is a calm and purposeful atmosphere in the classrooms and this is reflected in the way pupils settle quickly to work and maintain their concentration even when not directly supervised. The pupils are given good feedback on their work and how they may improve it. Teachers have a very good understanding of individual pupils' level of achievement in different subjects and what they must do next to make progress. The majority of teachers mark their pupils' work with comments as to what they have done well and how they might improve. However, all teachers do not practise this with the same effectiveness. In some classes homework is regularly given but all teachers do not do this with consistency at either key stage. In the two unsatisfactory lessons observed, the pace was slow and pupils became restless, lost their concentration and were not managed effectively. The lesson objectives for the unsatisfactory religious education lesson observed were not clear to the pupils, and the planned activities, which were based on discussing the story, did not extend their understanding.
26. The teaching of pupils with English as an additional language is good, through appropriate and specific skills to meet their needs. A particularly good feature of these arrangements is the close liaison with class teachers and the English as an additional language co-ordinator, who maintains comprehensive records of these pupils' progress. Information from these is used to plan the next steps in learning for pupils. The close work between all adults results in good and often very good progress for these pupils.

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

27. The school provides a curriculum that includes all subjects of the National Curriculum, is broad, balanced, and successfully promotes good teaching and learning. It meets the school aims and is relevant to the learning needs of pupils. The curriculum includes a very good and relevant commitment to personal, social and health education. The religious education provision is unsatisfactory and it does not meet the requirements of the agreed syllabus.
28. Provision for ICT currently lacks sufficient opportunities for pupils to learn across all strands of the subject. In music and in design and technology, teachers lack the subject knowledge and consequent confidence to teach the subjects well. Curricular provision for pupils with special educational needs is satisfactory.
29. Visits into the community and visitors to school support the curriculum effectively. The school arranges subject "booster" classes based upon analysis of pupil attainment data. Pupils in Years 2, 3, 4 and 5 take part in the additional literacy strategy, and pupils in Year 5 take part in the 'Springboard' mathematics programme. In lessons teachers frequently relate learning to the real life situations and pupils are able to use and apply their literacy and numeracy skills in a purposeful manner.
30. The school places an appropriate emphasis upon literacy and numeracy and has effectively introduced both the National Literacy and Numeracy Strategies. The schemes of work offered to schools by the Qualifications and Curriculum Authority (QCA) have been adopted and this is supporting continuity and progression in pupils' learning.
31. Since the last inspection the school has improved its curriculum planning. Effective long, medium and short term planning is now in place. Very significant improvement has taken

place in the planning for Reception children. In the foundation stage all staff, including teachers, nursery assistants and students plan together and as a result there is a consistent approach to children's learning. There is a range of teacher-directed activities as well as opportunities for independent learning. As a result children make very good progress towards the early-learning goals in all six areas of learning. There are very effective procedures for assessing individual children, and good support for those with special educational needs and English as an additional language. As a result all these children make good progress. Teachers and nursery assistants are very effective in extending children's speaking and listening and numeracy skills by excellent questioning techniques. All staff involved with the under-five children are very secure in their knowledge of the requirements for the foundation stage and the six areas of learning. The literacy and numeracy lessons in the Reception classes are very well structured and provide a framework to be continued when the children proceed to the next stage of schooling. They plan a good range of activities to promote physical development and interact well with the children during these sessions, both in the hall and in the outdoor area. The quality curriculum offered to the under-five children in the nursery and the Reception classes prepare the children very well for the next stage of learning in Key Stage 1.

32. In the foundation stage and in Key Stage 1 and 2 short term planning enables teachers to identify opportunities in lessons to assess pupils' progress, to record any significant issues arising from assessment for individual pupils and for groups and to take those issues forward into the next lesson plans.
33. The school plans a good range of extra-curricular activities and events to enrich the curriculum. For example, Years 2 and 3 pupils took part in a residential visit to Edgmond Hall, as did Years 5 and 6 pupils to Plas Gwynant in Wales. A range of after-school clubs led by staff from the local high school and from local sporting clubs offers a range of opportunities for pupils to become involved in sporting activities. Pupils are keen to take up these opportunities and attendance is high. There are a number of musical and drama productions by pupils that are presented to parents and to the community. The school arranges a well-attended after-school club to support improvement in science attainment.
34. In almost all of its curricular provision the school ensures equality of access to the curriculum. Provision for pupils with special educational needs is satisfactory, including the provision for pupils with English as an additional language. The school meets the requirements of the Code of Practice for pupils with special educational needs. A register of special educational needs is in place and is regularly reviewed. A range of support for special educational needs is in place and is carefully managed by the special educational needs co-ordinator. Pupils receive good levels of classroom support for their learning. Some pupils in Year 5 are withdrawn for additional mathematics support during science lessons and thereby miss a part of the statutory curriculum.
35. The provision for personal, social and health education is very good. A daily curriculum programme is in place across the school to develop pupils' personal qualities of care, tolerance and citizenship. Every week most classes use 'circle time' as a way of addressing issues as they arise as well as raising self-esteem and valuing each other. Year 6 pupils take part in a specially designed programme during their final term. The programme includes sex education, first aid, drugs education and an anti-smoking campaign. Staff have received appropriate professional development and specialist external speakers enhance the work of school staff.
36. The good links with the community ensure that community involvement makes a sound contribution to the pupils' learning. The school benefits from several aspects of the local regeneration schemes for Greets Green and Lyng, for example, by visiting Dudley College as part of industrial links. Police liaison is effective and regular visits take place, for example, to make the children aware of personal safety. The local vicar has been a regular

visitor to the school. The school has good sporting links with the Birmingham Bullets basketball team and West Bromwich Albion football club.

37. Although senior staff changes have recently taken place in a number of local schools, good links continue with the local secondary school as well as with partner primary schools in the local cluster. Year 6 pupils visit the secondary school for 'taster days' and attend theatre presentations there as part of their preparation for transfer. Staff from the secondary school teach aspects of physical education to Year 6 pupils. The two schools have trialled a video conferencing link. Links between the local clusters of primary schools have been strengthened further through elements of the regeneration projects.
38. The school makes good provision overall for pupils personal development, including their spiritual, moral, social and cultural development. The pupil's spiritual development is satisfactory overall. The school gathers together every day in order to share learning, celebrate achievement and to take part in an act of collective worship that meets the statutory requirements. The whole school acts of worship are good and there is time for reflection, listening to music and for pupils to ask questions. Pupils are encouraged to reflect on their own values, beliefs and to explore questions about meaning and purpose. Opportunities are provided in some curriculum subjects for pupils' spiritual development. For example, in a Year 6 music lesson, pupils used different examples of moods displayed by music to explore their feelings and express ideas. However, opportunities for pupil's to explore feelings and express ideas in music across the school are limited due to the teachers' lack of confidence in the subject.
39. In a Year 2 religious education lesson, pupils reflected very well upon the importance of friendship beyond their immediate friends. However, there are few opportunities for pupils to explore aspects of awe or wonder in other subjects such as science.
40. Provision for moral education is good. The school is effective in teaching pupils how to distinguish right from wrong. This begins in the foundation stage and develops well as pupil's progress through the school. The school's approach is cohesive and effective throughout the teaching and support staff. The behaviour code is followed in a clear and fair way. Teachers' expectations of pupils are high and pupils support each other well. Pupils are clearly aware of what is acceptable and unacceptable behaviour. They regularly discuss the effects of their actions upon others in 'circle time' and assemblies. Staff maintains a calm, reflective and thoughtful community.
41. The school makes very good provision for the social development of pupils. This is an improvement since the last inspection. Relationships are excellent. Pupils work very well together on learning tasks, often evaluating each other's work. The curriculum includes frequent, relevant opportunities for co-operative working. Teachers encourage pupils to value one another's contributions in plenary sessions at the end of lessons. All pupils are expected to take care of equipment and to tidy up after activities. There is a weekly celebration assembly at which a range of awards are presented for a wide range of social and academic achievement, giving pupils the opportunity to recognise and affirm the achievement of others. The extra-curricular provision offers regular opportunities to take part in team games and through it to visit other schools and clubs thereby extending pupils' social interaction. The opportunities for residential visits further pupils' social skills of living in a community.
42. Provision for pupils' cultural development is unsatisfactory, which is a decline in provision since the last inspection. Pupils have opportunities to develop their awareness of their own culture through visits associated with curriculum projects, involvement in aspects of the regeneration schemes and through residential visits. However, insufficient opportunities exist for pupils to gain a thorough understanding of different cultures or to celebrate and learn from the cultural diversity contained within the school community.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school is a friendly and caring community in which pupils feel valued. Teachers and other staff set high standards for pupils and act as very good role models. They have a clear understanding of pupils' academic and personal progress and very effectively promote high standards of discipline and good behaviour.
44. The school ensures that the welfare of pupils is good. Arrangements for first aid and for medicines in school are good, including record keeping. There are appropriate arrangements in place to ensure pupils' health and safety. Regular health and safety checks are carried out and documented. There are no major health and safety issues outstanding. Teachers pay good attention to safe practice in lessons and pupils are taught to be aware of their own safety and that of others. The school follows the Local Educational Authority procedures for child protection, which are known, to all staff. The acting headteacher has responsibility for child protection issues but all staff have had appropriate training to be aware of child protection issues. Liaison with outside agencies is effective.
45. The school has in place a wide range of strategies for successfully assessing and monitoring pupils' academic progress. These strategies are good and the resulting information is used well when teachers plan for future lessons. This represents a significant improvement from the time of the 1998 inspection, when the use of assessment was identified as a key issue for action. Due to this improvement, work in lessons is usually well matched to pupils' ability. Procedures for assessing pupils' attainment and progress are good in the foundation stage and in Key Stage 1 and 2. The use of assessment to guide curricular planning is now good. Baseline assessment is effectively used when children enter the nursery. Good records are kept of pupils' performance and progress throughout the school. In addition to the national tests for Years 2 and 6 teachers use regular progress tests in English and mathematics and other subjects, such as geography where pupils are tested at the end of each topic of work. Specific checks are made, for example, on pupils' acquisition of English. Early identification is made of any special educational needs and individual plans are drawn up; these vary in quality but there are many examples of very good practice. Those pupils who are at an early stage of acquiring English are fully assessed and given well-focused support.
46. Procedures for monitoring behaviour and for promoting good behaviour are very good and firmly based on a positive approach. They are a major strength of the school's work. There is a very high level of consistency in the way teachers manage behaviour and they use the system of rewards and sanctions extremely effectively. All staff place a strong emphasis on praise and reward, which is effective in motivating pupils very well. The school has some pupils with challenging behaviour but they are almost always kept on task in the classroom. The management of behaviour is generally unobtrusive and any unsatisfactory behaviour is addressed immediately it occurs, so it is rare for lesson time to be lost. Teachers work hard to ensure that pupils understand what they have done wrong, and how to put it right. This is a feature of the very good teaching of personal and social education throughout the school. Staff have very high expectations of behaviour and pupils almost always rise to them. Little bullying occurs and pupils are confident that there is always an adult to turn to in time of need.
47. The school monitors attendance well. The expectations for the reporting of absence are made very clear to parents and most comply with them. Procedures for following up unreported absence are thorough and the school involves the educational welfare service appropriately in cases of concern. The school promotes the importance of regular attendance to parents and this is helping to make a steady reduction in the levels of authorised absence. The school has appropriate procedures in place to monitor punctuality.
48. Teachers know pupils and their families very well and use this knowledge effectively to guide their pastoral care. Good records are kept to enable teachers to monitor pupils' personal development well. Pupils are confident to approach staff with any problems and

feel valued in school. Pupils with special educational needs and those for whom English is an additional language receive well-targeted help and support. This enables them to make good and often very good progress.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

49. Parents express positive views of the school and are supportive of it. They particularly value the good quality of teaching that enables their children to progress well. They also appreciate the good standards of behaviour together with the moral values and respect for others fostered by the school. Parents are unanimous that their children are happy to go to school. They appreciate that the school expects their child to work hard and helps children to become mature and responsible. Inspection evidence fully supports these positive views of the school. A significant number of parents did not agree that the school provided the right amount of homework or an interesting range of activities outside lessons. They also stated that they were not kept well enough informed about their child's progress. Inspection evidence disagrees with parents about the provision of activities outside lessons. All pupils have good experience through trips and visits to places of interest and those in Years 3 to 6 have the opportunity to attend a range of out of school clubs. However, inspection evidence supports those parents who feel that homework is inconsistent and that reporting of pupils' progress is unsatisfactory.
50. The school provides a good range of information for parents but there are omissions in the information within the prospectus and annual report of governors. The policy for special educational needs is not summarised in the prospectus, parents are not told how to exercise their right to withdraw their child from collective worship, and the admissions information is not specific to Lyng Primary School and is therefore confusing. Omissions from the annual governors' report to parents include information about governors' terms of office, specific arrangements for the admission of physically disabled pupils and the success of implementing the special educational needs policy, together with changes to policy or provision for special educational needs. Both documents are formal in tone and the annual report is marred by errors. Newsletters are sent out regularly and provide information well in advance of events. However, there are no arrangements in place to send out any information in community languages.
51. The school welcomes parents who wish at any time to discuss their child's progress and any concerns. Two parents' consultation evenings are held each year, with a third evening for those pupils whose progress is a cause for concern. At this time, those parents not invited into school are sent a letter stating that their child is doing well. Attendance at consultation evenings is good. The school provides parents with a written report on their child's progress once a year. However, the quality of those reports is unsatisfactory. While they are good at identifying pupils' strengths, areas of weakness are not clearly identified, nor are targets for improvement set. This was the case at the time of the previous inspection. The reporting of progress is unsatisfactory. Comments cover what the pupil knows and can do, and often their attitude to a subject, but do not include specific information on gains in skills, knowledge and understanding as required.
52. The school has provided all parents with an information booklet about Curriculum 2000, and a meeting for parents, to be held later this term, is in the planning stages. Induction procedures to the nursery and into the Reception classes are effective. Induction meetings include information about the school's strategies for teaching literacy and numeracy. Parents and friends are invited to class assemblies and these are well attended. The regular stage productions are also very well supported and popular.
53. The school has a very clear policy for the use of homework but at present this is inconsistently used, leading to confusion among parents about its amount and frequency. Some classes send reading books home regularly, but not all. The reading record has space for parents to make comments about their child's reading but in practice most simply initial

it. In Year 6, pupils have a weekly homework record but its use by the school is inconsistent and it is not effective in enabling parents to help their child at home.

54. A small number of parents help regularly in school, mainly hearing pupils read. Others help in running clubs, and parents provide transport to football matches against other schools. Good numbers of parents help staff on trips. A group of parents run a weekly toddler group, using the school premises. The parents and friends association organises a range of social and fund raising events and the money raised is used to support the work of the school.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

55. The leadership and management of the school is satisfactory overall, although some aspects of the work of the governing body are poor.
56. The acting headteacher took up her post three weeks prior to the inspection and already she has developed a clear vision for the direction of the school. The acting headteacher and senior management team are realistic about the current issues and have a good knowledge of what needs to be done to improve the school further.
57. The school has a current three-year development plan and this, with the post-inspection action plans, has focused appropriately on the quality of teaching and standards of attainment in English, mathematics and science. Priorities, targets and time scales are appropriate, for example, staff training on the quality of teaching, have been effective. This has led to standards of attainment improving at a rate faster than the national average. The quality of teaching has risen significantly since the 1998 inspection and procedures for monitoring and evaluating the teaching in the school are well established, although the use of information gained through the monitoring of teaching is inconsistent.
58. The school development plan is not fully cost-effective or linked to budget plans, and the senior management team, governors and acting headteacher have had little influence on the preparation of the plan, which was devised by the previous headteacher. The school development plan and post-inspection action plans have not focused on all aspects of the key issues, for example, the role of the governors, nor were the school's aims considered when the plans were prepared.
59. Subject co-ordinators have devised subject action plans, which support the school development plan, although they are of variable quality and lack links to budget allocation. Some co-ordinators have begun to monitor their subject, although this has not always led to action being taken to deal with important weaknesses, for example standards of attainment are not always analysed.
60. All staff have current job descriptions but the generic subject co-ordinator job description has not been sufficiently focused on the different circumstances between subjects. Subject co-ordinators have prepared reports on their work for the governors, although the previous headteacher presented these to the governing body. These reports concentrated largely on the purchase of new resources and changes to the school curriculum, with little emphasis on the impact of these innovations on standards of attainment and the quality of teaching and learning.
61. The governing body meets regularly, has established appropriate committees and has taken action to address the large deficit budget. Some governors visit the school or work in it on a regular basis and there are named governors for literacy, numeracy, information and communication technology, special educational needs and child protection. The governors are aware of the targets set by the school, and governor training is identified as an objective in the current school development plan.

62. Despite these measures the governing body does not fulfil its statutory duties. Although well intentioned and supportive of the school, the governing body does not understand fully its role and responsibility. This has not changed since the last inspection and represents a significant weakness. The governors, for example, have not been involved in the preparation of the school development plan and are not able to evaluate the impact of their educational spending decisions. They have relied on the professional advice given to them by the previous headteacher and as such are not in a position to challenge or question the decisions they have ratified. The governors, for example, agreed the headteacher's school development and budget plans without proper scrutiny and they have not adequately monitored expenditure.
63. There has been no review of important school policies and a number are out of date. For example, the special educational needs policy pre-dates the Code of Practice for special educational needs. There has been no discussion of the aims of the school.
64. In essence the governors do not have a strategic overview of the school, nor do they monitor the outcomes of actions taken, or assess the educational value for money provided by the school.
65. Since the last inspection standards of attainment and the quality of teaching have risen in the foundation stage, information and communication technology (ICT), art and design and physical education at Key Stage 1 and in mathematics, science, art and design and physical education at Key Stage 2. However, although there are clear indications that standards are improving, pupil's attainment is still below average in design technology and information and communication technology. Since the last inspection standards have fallen in religious education and music at both key stages. Teachers have worked together to eliminate the serious weaknesses in the quality of teaching and to raise standards, especially at Key Stage 2. The senior management team has a clear view of good and weak teaching based on the school's teaching and learning policy. Analysis of standards has led to the setting of appropriate targets. Most of the key issues identified in the last inspection report have been effectively addressed. Resources have been targeted appropriately towards standards of attainment and the quality of teaching, especially in literacy and numeracy.
66. There is a system in place for performance management and the governors have agreed the performance management policy.
67. Day-to-day financial administration is efficient. The financial information received by the governors, however, is inadequate, and they are not able to hold the school to account or to determine value for money. Standards Fund grants have been allocated in accordance with the criteria for their use but there is no evaluation of the effectiveness of this expenditure.
68. Standards in ICT were a key issue at the last inspection and remain so. The school has recently purchased substantial ICT hardware and developed an ICT suite although, at the time of the inspection, this was not fully operational and the co-ordinator was awaiting training as a network manager. Limited opportunities for using ICT within the curriculum were observed.
69. The school applies the principles of best value when considering the use of its resources. For example, it has analysed its results in comparison to schools in similar situations and focused its expenditure accordingly. The governors, however, have not challenged major spending decisions taken by the headteacher.
70. The number, qualifications and experience of teachers are appropriate for the school and there is very good use of educational support staff, especially in the nursery and Reception classes. Staff have received appropriate training to address most of the key issues identified in the last inspection and there is a very good system of induction for new staff. The school has been successful in gaining the 'Investors in People' award for the second time and staff



are working towards a qualification in teaching and learning at St Martin's College, Lancaster.

71. Accommodation is plentiful for the current size of the school and improvements have been made to the use of shared areas between classrooms. The junior playground has recently been resurfaced and now provides a safe environment for play.
72. The quantity, quality and accessibility of resources are satisfactory overall and resources for the nursery and Reception classes are generally very good. There are, however, some deficiencies in the use of resources for ICT and art, and in the quantity of resources for religious education.
73. The school library is unwelcoming and inadequate. This was an issue in the 1998 inspection and remains a weakness in the educational provision made by the school.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to continue to improve standards and the quality of education in the school, governors and senior managers should plan to address the following key issues:
- i Ensure that standards in English, mathematics and science continue to rise at the end of Key Stage 1 and English at the end of Key Stage 2. (*see paragraphs 3, 4, 5, 7, 34, 73, 86, 87, 88, 98, 115, 121, 125.*)
  - ii Ensure that standards in ICT, religious education, design and technology and music rise at the end of both key stages. (*see paragraphs 17, 21, 28, 64, 67, 71, 73, 88, 114, 128, 131, 138, 145, 146, 147, 148, 151, 155, 156, 130, 131, 163.*)
  - iii Ensure that the governing body fulfils its statutory duties by:
    - shaping the strategic direction of the school;
    - understanding the strengths and weaknesses of the school and participating in the planning necessary to address these;
    - financial planning;
    - ensuring that the school prospectus and governors’ annual report to parents meet statutory requirements.(*see paragraphs 49, 57, 58, 59, 61, 62, 66, 68.*)
75. Other issues which should be considered by the school
- i. ensure that there is a consistent approach to homework; (*see paragraphs 25, 48, 52, 74, 75, 111.*)
  - ii. ensure that pupils have full access to the curriculum; (*see paragraphs 34, 74, 86, 121, 125.*)
  - iii. ensure that the school library is better organised and used to support pupils learning; (*see paragraphs 72, 74, 95.*)
  - iv. annual reports on pupils’ progress. (*see paragraphs 48, 50, 74.*)
  - v. provision for pupils’ cultural development. (*see paragraphs 41, 74, 156, 166.*)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	49

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	24	44	26	3	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	46	327
Number of full-time pupils eligible for free school meals	5	68

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	1	66

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	55

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	39
Pupils who left the school other than at the usual time of leaving	77

### Attendance

<b>Authorised absence</b>	%
School data	93.2
National comparative data	94.4

<b>Unauthorised absence</b>	%
School data	0.1
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*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	23	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	16	20
	Girls	20	20	22
	Total	39	36	42
Percentage of pupils at NC level 2 or above	School	81 (68)	75 (68)	88 (77)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	18	17
	Girls	19	20	20
	Total	34	38	37
Percentage of pupils at NC level 2 or above	School	71 (67)	79 (82)	77 (89)
	National	84 (82)	88 (86)	88 (87)

*Percentages in brackets refer to the year before the latest reporting year (ie 1999).*

### *Attainment at the end of Key Stage 2*

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	24	38	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	24
	Girls	28	31	33
	Total	45	50	57
Percentage of pupils at NC level 4 or above	School	73 (69)	81 (65)	92 (70)
	National	75 (68)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	23
	Girls	28	29	32
	Total	43	47	55
Percentage of pupils at NC level 4 or above	School	69 (63)	76 (65)	89 (70)
	National	70 (68)	72 (69)	80 (75)

*Percentages in brackets refer to the year before the latest reporting year (ie 1999).*

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	15
Black – African heritage	0
Black – other	2
Indian	40
Pakistani	10
Bangladeshi	1
Chinese	0
White	280
Any other minority ethnic group	25

*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 – Y6**

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	29.6
Average class size	31

**Education support staff: YR – Year 6**

Total number of education support staff	10
Total aggregate hours worked per week	215

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	23

Total number of education support staff	3
Total aggregate hours worked per week	90

Number of pupils per FTE adult	9.2
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*FTE means full-time equivalent.*

***Financial information***

Financial year	2000/01
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	£
Total income	717866
Total expenditure	746472
Expenditure per pupil	1885
Balance brought forward from previous year	3793
Balance carried forward to next year	-24813

## *Results of the survey of parents and carers*

### **Questionnaire return rate**

Number of questionnaires sent out

373

Number of questionnaires returned

50

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	44	0	0	0
My child is making good progress in school.	54	42	2	0	2
Behaviour in the school is good.	56	34	8	0	2
My child gets the right amount of work to do at home.	29	45	20	4	2
The teaching is good.	48	52	0	0	0
I am kept well informed about how my child is getting on.	38	40	22	0	0
I would feel comfortable about approaching the school with questions or a problem.	60	30	6	0	0
The school expects my child to work hard and achieve his or her best.	52	42	2	0	4
The school works closely with parents.	32	50	12	2	4
The school is well led and managed.	46	34	12	0	8
The school is helping my child become mature and responsible.	50	44	2	0	4
The school provides an interesting range of activities outside lessons.	36	36	20	4	4

### **Summary of parents' and carers' responses**

76. Inspectors' judgements support the parents' positive views about the school. The inspection team found that parents were correct in their view about how the school could improve homework and the information provided about how their child is getting on in school. The inspection team disagrees that the school should provide a more interesting range of activities outside lessons, as there is a sufficiently wide range of extra curricular clubs available to the pupils. The inspection findings indicate that the school gives good support to those pupils with special educational needs.

## **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**

77. Since the last inspection the good provision for the foundation stage has significantly improved, particularly in planning and assessment and classroom management. The standards in the nursery and Reception classes have remained good and significant improvements have been made in the teaching towards the learning goals. Children are admitted to the nursery from the age of three and are offered a place either in the morning or afternoon session. At the beginning of the academic year in which their fifth birthday falls they start full-time in the Reception class. There are two Reception classes, and at the time of the inspection there were 46 in the nursery and 51 children in the Reception classes. The children under-five are taught the foundation stage based on the early learning goals. The very effective planning and assessment procedures in the nursery ensure that the children make an easy transition from the nursery to the Reception class.
78. There is a very wide range of attainment on entry to the nursery with the majority being well below average for this age, particularly in speaking and listening and social skills. Baseline assessments carried out by the teaching staff indicate that children under-five years of age enter the nursery with very low standards in personal, social and emotional development, communication, language and literacy, mathematics and knowledge and understanding of the world. By the time the children reach the age of five, although the majority have made significant progress in all six areas of learning; in spite of the high quality of the teaching, planning and classroom organisation they attain standards, which are below average for children of this age in personal, social and emotional development, communication, language and literacy, mathematics and knowledge and understanding of the world. In creative and physical development children leave the Reception class with attainment broadly in line with standards expected for children of this age. A significant contributory factor is the impact the high proportion of children with special educational needs and for whom English is an additional language have on the attainment of the majority of children. Even so, a significant minority of children will achieve or exceed the early learning goals in communication, literacy and language, mathematics and personal, social and emotional development. However standards continue to rise.
79. The quality of teaching for children under-five is always good and often very good. All staff, including teachers, nursery assistants and students plan together and as a result there is a consistent approach to children's learning. Teaching and non-teaching staff have very high expectations for behaviour and learning and there is a range of teacher-directed activities as well as opportunities for independent learning. As a result children make very good progress towards the early-learning goals in all six areas of learning. There are very effective procedures for assessing individual children, and good support for those with special educational needs and English as an additional language. As a result all these children make good progress in the six areas of learning. Teachers and nursery assistants are very effective in extending children's speaking and listening and numeracy skills by excellent questioning techniques. All staff involved with the under-five children are very secure in their knowledge of the requirements for the foundation stage and the six areas of learning. The literacy and numeracy lessons in the Reception classes are very well structured and provide a framework to be continued when the children proceed to the next stage of schooling. The staff provide a very stimulating environment and plan a wide range of activities, which promote the children's knowledge and understanding of the world. Teachers and nursery assistants encourage the children to use their imagination during role-play, art and music and movement. They plan a good range of activities to promote physical development and interact well with the children during these sessions, both in the hall and in the outdoor area. The quality, quantity, accessibility and use of learning resources are very good, ensuring good experiences for the children and their good progress. In the Reception classes the communication, language and literacy and

mathematics planning is based on the framework from the National Literacy and National Numeracy Strategies adopted in Key Stages 1 and 2. There is very good monitoring of teaching and learning by the early years co-ordinator which results in high quality provision for the under-five children.

### **Personal, social and emotional development**

80. The children make very good progress towards the early learning goals relating to their personal and social development. However, by the time they leave the Reception class the vast majority are unlikely to achieve the early learning goal in this area. The children are confident and establish very effective relationships with other children and adults. They are able to concentrate and persevere in their learning and work both independently and as part of a group. They are confident in seeking help from an adult when necessary. The majority are eager to initiate ideas and solve simple practical problems. For example, when children select natural and man-made objects to discover which ones will attract or repel the magnet. Many of the children demonstrate their independence when selecting resources for an activity during creative work, and when dressing for physical development activities, and in personal hygiene. Children are sensitive to the needs and feelings of other children in the nursery and Reception classes and show respect for people of other cultures and beliefs, for example when celebrating Christian festivals such as Easter and Christmas, the Chinese New Year, and Divali. The children in the Reception classes have the opportunity to join the whole-school collective acts of worship and are encouraged to join in with the hymns and prayers. They take turns and share equipment fairly when engaged in activities in the sand and water tray. They have a clear understanding of what is right and wrong, values which the staff are very effective in explaining. As a result, behaviour is very good at all times. Children treat property and living things in the classrooms with care and concern, particularly during role-play activities in the 'shop'. They show a range of feelings such as joy and wonder when using an interactive computer program, and when handling natural objects such as fir-cones and feathers.

### **Communication, language and literacy**

81. Although the majority enter the nursery with skills well below what might be expected for children of this age, they make very good progress in this area of learning, despite the fact that most will not reach the early learning goals by the time they attain five years of age. However, a minority do achieve or exceed the standard in literacy expected of children of this age. Children make very good progress in speaking and listening. They are keen to talk about their experiences such as holidays and visits to the shops, both in small and large groups. Children are beginning to use an increasing vocabulary to express their thoughts and convey meaning. In the Reception class the children listen and respond well to stories, songs and nursery rhymes, such as in the 'Big Book'. For example, the children talk about the title, author and illustrator and are beginning to understand the purpose and use of full stops, capital letters and associated letter sounds. Both three and four-year-olds use the computer to enhance their literacy skills. For example, the Reception children interact with a talking book program. There are very good opportunities for children to make up their own stories and take part in role-play in the hospital and shop in both the nursery and Reception classes. Children enjoy looking at books and handle them with care. They know that pictures and words convey meaning and that in English the print is read from left to right and top to bottom. Children in the nursery recognise familiar words during imaginary role-play such as 'teething-ring', dummy and beaker. The four-year-olds in the Reception classes recognise a range of sight-words such as signs on the pet-shop and labels on objects and artefacts around the classrooms. The four-year-old children recognise their own names and letters of the alphabet by shape and sound. In their writing they use pictures, symbols, familiar words and letters to communicate meaning, and by the time they are five many of the children can write their names using the correct upper and lower-case letters. Children are encouraged to extend their literacy skills by taking books and games home, through the school's 'book-sack' initiative.



## **Mathematical development**

82. Although the majority enter the nursery with skills well below what might be expected for children of this age, they make very good progress in this area of learning, despite the fact that most will not reach the early learning goals by the time they attain five years of age. However, a minority will achieve standards at least in line with early learning goals. Some will actually exceed these targets. The four-year-old children recognise and use numbers up to 10 and many of them can count to 20 and beyond. They use a wide range of mathematical language such as bigger than, heavier than, with confidence. For example, they are beginning to understand the properties and names of different shapes such as circles, triangles and rectangles. They use counting apparatus to subtract one from ten. The three and four-year-olds have good opportunities for developing their mathematical understanding of volume, capacity and weight, for example, when measuring with different sized containers in the sand and water trays. The four-year-olds, during imaginative play in the pet-shop, handle coins, talk about their different values and give change. A minority can write numbers correctly and in the correct sequence, and are beginning to understand the principles of addition and subtraction. The three-year-olds are developing an understanding of symmetrical patterns when reproducing a butterfly's wing by folding the paper while the paint was still wet.

## **Knowledge and understanding of the world**

83. The majority of children enter the nursery class with only a low level of general knowledge. However, through very effective teaching, children build on this knowledge and acquire an understanding of the place in which they live, events in their lives and how the environment changes with the passing of time, by the time they leave the Reception classes the vast majority are unlikely to achieve the early learning goal in this area. Both the nursery and Reception classes have very high quality displays, including photographs of special occasions to stimulate the children's curiosity and spirit of enquiry. The four-year-olds talk about the seasons and changing weather patterns, and explore the features of natural and man-made objects. They ask questions about why things happen and how things work, such as the objects on the tabletop moved by a magnet from below. They are learning to understand and classify which objects will respond to magnetism. They grow plants from seed and use coloured magnifying glasses to observe changing colours. Opportunities are offered for tasting different foods. Visitors to the school enhance the opportunities for children in the nursery and Reception classes to talk about the world outside and their occupations. The four-year-olds are able to make a plan for an underwater world, with appropriate plants and sea creatures, and a farm with animals and trees. Both three and four-year-old children are encouraged to select materials and equipment for cutting, joining and folding and building three-dimensional models. The three-year-olds use scissors to cut fabrics to create a collage. Children in the Reception class are confident in the use of the listening centre and use the interactive computer activities to drag and drop objects.

## **Creative development**

84. In this area of learning by the children are five years old the majority will have reached the expectations of the early learning goals. The children start with a low level of skill on entry to the nursery but make very good progress throughout the nursery and reception years. The three-year-olds create interesting collages using a wide range of resources such as fabric, wool and sequins. They mix paints from the outset, and by the time they reach the Reception class are competent to paint a self-portrait. All children are experienced in making three-dimensional models, using recycled materials exploring the properties of texture and shape. They use a wide range of materials to express their ideas. They use plasticine to make long and short snakes. They have good opportunities to listen to recorded music, to sing songs and nursery rhymes and play percussion instruments. They

enjoy imaginative role-play with other children and move spontaneously and appropriately to the rhythm in music.

### **Physical development**

85. In this area of learning by the children are five years old the majority will have reached the expectations of the early learning goals. The children start with a low level of skill on entry to the nursery but make very good progress throughout the nursery and reception years. Children move with confidence and imagination and with increasing control and co-ordination during physical activities. The three and four-year-olds enjoy using the balancing and climbing apparatus in the fenced area outside the nursery and are beginning to use hoops, balls and tricycles with increasing skill and spatial awareness. The children are able to run, skip and hop with confidence, and imitate animals, aeroplanes or trees. They enjoy dancing to music and acting out stories. All children make good progress in this area due to the skilled intervention of the staff. They acquire confidence in throwing and catching, climbing and balancing. The four-year-olds have the use of the school hall for dance and gymnastics. Children use paintbrushes, scissors, pencils and the computer mouse with increasing control and dexterity. They manipulate malleable materials such as plasticine and assemble interlocking puzzles and construction kits.

### **ENGLISH**

86. The results of the National Curriculum tests for 2000 show that the standard attained by pupils at the end of Key Stage 1 was well below the national average and was below this standard at Key Stage 2. Similar school comparisons show that standards were below average at Key Stage 1 but were close to the average for similar schools at Key Stage 2. Trends over the last few years show that at Key Stage 1 standards in reading have remained well below other schools nationally and standards of writing have remained below but are now showing improvements since 1999, when they were well below the expected standard for seven year olds. At Key Stage 2, whilst standards are still below the national average, they have risen significantly in the last two years. Due to good teaching, pupils in both key stages are learning to the limits of their ability given that the majority start school with very low levels in literacy skills.
87. Following a careful analysis of results of pupils' performance in 2000 and of tests taken in year groups prior to their national tests, the headteacher and staff have put into effect plans to improve standards in English at both key stages as urgently as possible. These include a stronger emphasis on the development of writing skills and increasing the opportunities for sustained writing throughout the school. The appointment of additional literacy assistants to give specific and targeted help to pupils has effectively supported pupils' progress at both key stages. These changes, which take place during the daily Literacy Hour, are having an effect in improving standards at both key stages. Pupils with special educational needs make good progress through direct and appropriate teaching of specific skills to match their abilities. They reach good standards in relation to the targets set for them in their individual education plans. Those pupils for whom English is an additional language make good progress through the effective and targeted support they receive both in lesson time and in groups withdrawn from lessons. However, the strategy of withdrawing pupils, particularly for additional literacy support, needs careful consideration to ensure that pupils are not continually missing their Literacy Hour or other parts of the curriculum. Pupils for whom English is an additional language have detailed individual language plans, carefully put together to meet pupils' needs and closely monitored to ensure their good progress. There is no significant difference between boys and girls in the standards attained in English within the school.
88. Inspection evidence indicates that attainment in English is below the average expected nationally by the end of both key stages. However, there is considerable evidence that pupils are making good progress through good and frequently very good teaching. Other

factors contributing to pupils' good progress are the quality of assessment, which all teachers maintain for all aspects of the subject and the detailed analysis which the headteacher and subject co-ordinator have made of pupils' previous test results. Information from these is used to plan lessons and group pupils to maximise learning opportunities. In this respect, the school has made substantial improvements since the last inspection.

89. The increased confidence of staff in teaching the National Literacy Strategy, together with their detailed weekly planning of learning objectives and activities to match their pupils' needs, is having a considerable impact on improving pupils' standards in literacy. However, opportunities for pupils to consolidate their literacy skills in other subjects are still not sufficiently extended, nor is the use of ICT sufficiently planned to help develop pupils' skills in English.
90. By the end of both key stages, standards in speaking and listening are below those expected nationally. At Key Stage 1, although most pupils are able to listen attentively, respond appropriately and are able to recall and describe their experiences in simple detail and explain what they are doing, a significant number lack confidence in speaking. However, standards of speaking and listening at the end of Key Stage 2 are closer to those expected nationally. This is largely due to pupils being encouraged to listen very carefully, discuss their ideas and listen to others. For example, in a Year 6 literacy lesson pupils listened to other people's points of view and discussed their own opinions on different issues.
91. In reading, attainment is below satisfactory levels at both key stages, although at Key Stage 2 it is nearer the expected level than at Key Stage 1. However, most pupils are now making progress over time from a low level of attainment on entry to the school. At Key Stage 1 a significant number of pupils have a limited knowledge of children's literature and authors and cannot express any preferences in reading. Pupils' enjoyment of reading, however, is being encouraged successfully by the daily Literacy Hour whole-class reading activities using a 'Big Book'. As they progress through the key stage the majority of pupils acquire an appropriate range of strategies and skills to enable them to tackle new words and understand text. This is further developed by the Key Stage 1 phonic scheme. Although support for pupils in developing their phonic understanding is inconsistent between classes it is good in the class of Year 2 pupils. A small minority of higher attaining pupils read well and accurately with expression, talk about the characters in the stories they have read and discuss their favourite stories and authors.
92. At Key Stage 2, while the majority of pupils by the end of the key stage are able to read a range of texts generally accurately, a significant minority have not yet developed appropriate fluency or expression and have a limited understanding of plot and character. More able pupils, however, read fluently with plenty of expression and are able to discuss their likes and dislikes of various characters and events. At both key stages library skills remain undeveloped and pupils have little or no opportunity to enjoy library activities, as many of the books are old and the limited range does not stimulate an interest in books.
93. Writing standards are below average by the end of both key stages and only a small proportion are likely to attain standards above those expected for their age. However, pupils make good progress due to the focus teachers are placing on writing and regular sessions of creative or sustained writing in which pupils can put their newly learned skills into use. At Key Stage 2, "booster" classes for Year 5 and 6 pupils, which target their individual needs, further support their progress. In Key Stage 1, pupils write for different purposes including stories, poems and instructions. They are beginning to use punctuation marks correctly and are becoming increasingly imaginative. Their spelling is developing in accuracy and the handwriting of the majority is legible, with letters evenly formed but mostly printed. At the time of the inspection there was evidence that some teachers use opportunities to encourage pupils' skills in writing, and these factors, together with the pupils' very good attitude, help the pupils make good progress. By the end of the key stage

many pupils, some with considerable support, can write a sequence of simple sentences. The writing of many higher attaining pupils demonstrates an understanding of capital letters and full stops. The writing of a significant minority of pupils shows an incomplete understanding of sentence structure, a limited range of vocabulary and an inability to spell short words correctly.

94. At Key Stage 2 pupils develop their understanding of sentence structure and punctuation satisfactorily. Although few examples of extended writing were observed in lessons during the inspection, there were a number of examples of extended writing and pupils writing for a variety of purposes and to support other areas of the curriculum in work samples on display around the school. For instance, Year 3 and 4 pupils describe vividly their visit to Oak House in a history lesson and write in detail as to what it must have been like to live there. Year 6 pupils show developing narrative style in their retelling of the plot in Shakespeare's *Macbeth*. By the end of the key stage pupils develop skills in non-fiction writing, biographical and autobiographical writing and are able to write for different audiences. For a large proportion of pupils, their writing is well formed, fluent and neat and often in ink. Pupils with special educational needs and those for whom English is an additional language make good progress in English due to well-focused support and well-targeted group activities in literacy lessons.
95. The quality of teaching is good overall. Teaching was satisfactory or better in 55% of lessons, very good or better in 38% and unsatisfactory in 7%. The best teaching was observed in Years 2, 5 and 6 and within the mixed Years 5 and 6 class. In those classes lessons were characterised by thorough planning, brisk pace, infectious enthusiasm and imaginative tasks that extended the pupils' learning in English. For pupils with special educational needs teachers modify tasks to meet the needs of these pupils. Additional literacy support staff are suitably deployed and give good assistance to small groups to aid their learning. Pupils for whom English is an additional language are very well supported through a skilled and effective teacher, who maintains very good assessment records and plans closely with class teachers. Most teachers manage their pupils well and expect them to do their best. This results in their concentrating on their tasks, behaving well in lessons and working well together in pairs or in groups as required. However, at Key Stage 2, in the one unsatisfactory lesson observed, there was an overall slow pace and the teacher failed to ensure that pupils concentrated on their tasks. Since the previous report the overall quality of teaching has continued to improve. Though standards remain below national average, particularly at Key Stage 1, steps have been taken to raise standards and pupils are beginning to make good progress. Recently introduced policies mean that there is now a more systematic approach to the assessment of pupils' achievement.
96. The quality, range and quantity of books for pupils continues to improve at Key Stage 2, although there is still a reliance on books from the Schools' Library Service to supplement resources and classroom libraries offer an inconsistent range of reading books. The school library continues to be under-used, with a limited range of books of poor quality. The school has bid for additional funding to refurbish the library.
97. The good co-ordination of English is effectively improving standards, through the careful analysis of pupils' performance, addressed through appropriately targeted leading. The co-ordinator has a good overview of provision and standards throughout the school, monitoring the quality of teachers' planning, pupils' work and classroom teaching.
98. Pupils' have the opportunity to take part in a wide variety of theatre visits and receives visits from outside theatrical groups, who run workshops within school. These activities enhance the pupils' cultural development and literacy skills. Pupils at both key stages use and apply their literacy skills in science, geography and history lessons. The majority of pupils in Key Stage 1 are able to word process some aspects of their work and the more able pupils are beginning to locate words and correct spellings in their presentations. In Key Stage 2, there is some evidence to suggest that pupils are developing skills in producing

pieces of text, which they edit and correct. More able pupils add text to pictures using clipart software programs or pictures taken from a CD-ROM. In Year 6, pupils use a 'Publisher' program to link together pictures and pieces of written work.

## **MATHEMATICS**

99. Standards of attainment in mathematics are below the national average at the end of Key Stage 1 and satisfactory at the end of Key Stage 2. Due to good teaching, pupils in both key stages are learning to the limits of their ability given that the majority start school with very low levels in numeracy skills.
100. However, due to good teaching pupils achieve levels commensurate with their ability in both Key Stages.
101. In the year 2000 end of Key Stage 1 national tests and assessments, the pupils' performance was well below the national average for pupils attaining the expected standard of Level 2 or above. The proportion of pupils attaining the higher Level 3 was close to the national average. The rate of improvement in attainment was significantly higher than the national average. In comparison with similar schools the results were close to the average at Level 2 and above average at Level 3.
102. In the year 2000 Key Stage 2 national tests and assessments, the pupils' performance was in line with the national average for pupils attaining the expected standard of Level 4 or above. The proportion of pupils attaining the higher Level 5 was below the national average. Since 1998 the trend has been one of very significant improvement, significantly higher than the national average. In comparison with similar schools, the results were above average both at Level 4 and Level 5.
103. There has been an overall upward trend in the school's results in recent years and particularly since 1998 in Key Stage 2. However, the overall rate of improvement has not yet been enough to close the gap with results nationally at the end of Key Stage 1. Standards of work seen in lessons and pupils' books during the inspection reflect the standards of the most recent annual test results; just below the national average by the end of Key Stage 1 and in line with the national average by the end of Key Stage 2.
104. Since the last inspection progress has improved overall, it is now good in both key stages. The mathematics curriculum meets all of the requirements of the National Curriculum. The learning needs of all pupils are addressed through well-differentiated tasks.
105. Pupils make good progress in Key Stage 1 in relation to their levels of attainment when they start school. For example, pupils in Year 1 know the number names and can read and write them. They can recognise numbers on a number line and count on and back from any small number. They can add and subtract numbers to 10 and can measure tall and short objects using cubes. In Year 2, pupils can count on and back to 100. They understand and use correct mathematical vocabulary in discussion and can subtract and add 10 to a 2-digit number. They can name a range of shapes and can recognise a half.
106. Progress is good in Key Stage 2, particularly in Years 5 and 6. By Year 6, pupils know the multiplication tables to 10, multiply decimal numbers to two places, check the reasonableness of the result using a calculator and use co-ordinates in four quadrants. They can recognise solid shapes, draw mirror reflections of simple shapes and find the perimeter of simple shapes. They can collect data, present it in a table and explain the conclusions demonstrated by graphs.
107. Pupils with special educational needs make satisfactory progress in relation to the targets set in their individual education plans. Their needs are clearly identified and are frequently

addressed through specific tasks and activities as well as through additional support in lessons. There is good provision for support within lessons.

108. The National Numeracy Strategy has been effectively implemented throughout the school. Lesson planning sets out clear objectives and linked, often differentiated tasks. There is an appropriately high emphasis upon numeracy both in lesson introductions and in other opportunities as they arise both in mathematics lessons and in other subjects. Pupils use number in a variety of ways in their work in science. They present information graphically, for example, pupils in Year 6 produced bar charts to present information they collected from an experiment to explore the absorbency rates of different kitchen rolls.
109. The quality of learning is satisfactory in Key Stage 1 where pupils are generally very well motivated and where the pace of lesson is good. Pupils demonstrate good understanding of tasks and their learning. In some lessons, where behaviour strategies are unsatisfactory or where pupils are not motivated, the quality of learning is unsatisfactory.
110. In Key Stage 2 the quality of learning is good. Concentration by pupils is often excellent due to very good relationships between pupils and teachers. Lessons move along at a very brisk pace and tasks are appropriately challenging to meet the needs of all the pupils.
111. In mathematics the quality of teaching across the school is good or better in 75% of lessons and very good or better in 25% of lessons observed. The quality of teaching in Key Stage 1 is satisfactory overall. The mental mathematics warm-up section of lessons is motivating to pupils and effectively led by teachers. Planning is clear and based in the National Numeracy Strategy. The higher achieving pupils are challenged to think beyond the immediate task. However, there were some examples of tasks which were undifferentiated and which were far too demanding for pupils with special educational needs.
112. In Key Stage 2 the quality of teaching is good, especially in Years 5 and 6 where teaching was very good or better. Lessons begin with good recall and exploration of previous learning. In the most effective lessons there was a high emphasis upon teacher-led, interactive discussions which contained clear explanations of processes and which challenged all pupils through skilled and targeted questioning. Differentiated tasks accurately addressed the learning needs of groups of pupils and specific challenges were set for groups. The pace of lessons is good and throughout there is an emphasis upon thinking, experimenting and checking. Good subject knowledge ensures that teachers are confident to teach mathematical processes and explore possible solutions to problems.
113. The quality of marking is inconsistent throughout the school. There were examples of good marking throughout the school and as a result helped pupils to know what they needed to do to improve their work. There were other examples of marking which did little to help pupils' learning. Homework is set across the school but practice is inconsistent.
114. A range of assessments effectively monitors and evaluates pupils' progress. Teachers carry out assessment tests each half term and implement the outcomes for groups and for individuals. The school makes use of the optional standard assessment tasks in Years 3, 4 and 5. Short-term plans indicate opportunities for teacher assessment of progress during lessons as well as space to record significant outcomes and to implement them in the next lesson plans. Pupils' attainment in the annual national tests is predicted in Years 2 and 6. The outcomes are monitored and learning from them is applied in subsequent teaching.
115. The subject is effectively managed by the co-ordinator, who is involved in some aspects of reviewing standards and quality in the subject. For example, teachers' planning is monitored each week. Data from external and internal testing and assessment is monitored and evaluated. Representative samples of pupils' work are monitored and evaluated each term and feedback is provided to teachers where necessary. Monitoring and evaluation of

teaching and learning has taken place and it is planned to take place again in the next school year. The co-ordinator leads staff professional development in mathematics.

116. Resources for the teaching of mathematics are good. Good use is made of resources, for example, white boards, large number squares and number lines during whole class teaching. There was little evidence of the use of ICT to support pupils learning in both key stages. Pupils' use and apply their numeracy skills in Key Stage 2 when making a sliding mechanism in a design and technology lesson.

## SCIENCE

117. Standards of attainment in science are unsatisfactory in Key Stage 1 and satisfactory in Key Stage 2. This is an improvement in pupil's attainment at the end of Key Stage 2 since the last inspection. Due to good teaching, pupils in both key stages are learning to the limits of their ability given that the majority start school with very low levels in scientific skills.
118. In the year 2000 Key Stage 1 teacher assessments the pupils' performance was well below the national average for pupils attaining the expected standard of Level 2 or above. The proportion of pupils attaining the higher Level 3 was below the national average. In comparison with similar schools the results were well below average at Level 2 and close to the national average at Level 3.
119. In the year 2000 Key Stage 2 national tests and assessments, the pupils' performance was above the national average for pupils attaining the expected standard of Level 4 or above. The proportion of pupils attaining the higher Level 3 was below the national average. Since 1998 the trend has been one of very significant improvement, significantly higher than the national average. In comparison with similar schools the results were well above average at Level 4 and above average at Level 5.
120. There has been an overall upward trend in the school's results over recent years and particularly since 1998 at the end of Key Stage 2. However, the overall rate of improvement has not yet been enough to close the gap with results nationally at the end of Key Stage 1. Since the last inspection progress has improved overall, it is now good in both key stages. The science curriculum meets all the requirements of the National Curriculum, and teaching clearly focuses upon the learning objectives contained within planning. The learning needs of all pupils are addressed through well-differentiated tasks. Planning is good. It contains clear planned assessment opportunities and records significant evaluations that are subsequently addressed.
121. Standards of work seen in lessons and pupils' books during the inspection indicate that standards are rising in Key Stage 1 but are not yet in line with national average for pupils of this age. For example, pupils in Year 2 can identify natural and manufactured materials, describe their properties and understand that some materials can change whilst others cannot. They are able to experiment with change, for example, melting chocolate and changing water into steam. They are able to make predictions and observe during their experiments, compare objects and then describe and record very simply what happened. When learning is unsatisfactory pupils in Year 1 are not sufficiently challenged when experimenting with forces, such as pushing and pulling.
122. Standards of work seen in lessons and pupils' books during the inspection indicate that standards are at the national average by the end of Key Stage 2. For example, pupils can carry out experiments very effectively into the absorbency of kitchen towels, dissolving materials in water and heat conduction. They demonstrate clear understanding of the principles of fair testing and altering variables. They are able to predict, observe and draw good conclusions from their work. Pupils can demonstrate their results in block graphs and use appropriate vocabulary in discussion and in writing. Pupils can classify solids, liquids and gases and predict and test reversible and irreversible changes.

123. Overall, pupils make good progress in their scientific learning. Pupils with special educational needs make satisfactory progress in relation to the targets set in their individual education plans. Their needs are addressed well through additional support in lessons. For example, very good support was observed in a Key Stage 2 lesson where the learning support assistant was using questioning very effectively to support a small group of pupils in their experiment into forces. Some pupils in Year 5 are withdrawn from science lessons for additional work in mathematics. This unsatisfactory practice obstructs their access to some parts of the programmes of study in science.
124. The subject makes good contributions to learning in both literacy and numeracy. Pupils write up their investigations using skills learned in grammar and punctuation. They frequently use non-fiction books to inform their knowledge and understanding linked to investigative work. Pupils use their numeracy skills in their investigative work, for example, tallying, calculating and drawing up graphs.
125. Planning for science is good and covers all aspects of the requirements of the National Curriculum. There is a high emphasis upon investigative science, which is developing well across the school. The school has recently introduced a workbook for all pupils which helpfully structures and guides their approach to investigative science and which pupils use to record their observations and conclusions. Pupils are familiar with experimenting and can organise their own resources, collect data, record and draw conclusions. However, there is little use of the computer to support their learning at either key stage.
126. The quality of learning is good. Pupils' attitudes to learning are very good. They are eager to contribute in discussion and to take part in scientific experiments. They work hard and concentrate well. The teaching is generally motivating and in the majority of lessons the pace of the lesson maintains involvement and interest. Pupils respect the opinions of each other and co-operate very well in their work. There are clear gains in knowledge and understanding due to the clarity of the learning objectives and the overall good quality of teaching.
127. Overall, the quality of science teaching is good. Lesson introductions are of good quality; teachers relate previous learning very effectively to new learning objectives that are explained well to pupils. Teachers have good subject knowledge and are confident in their explanations and willingness to experiment. In the best teaching, expectations are appropriately high for all pupils through well-differentiated tasks and good levels of support. Teachers are skilled in the use of questions to help pupils to predict, observe and draw conclusions also. In the best teaching, questioning skills are used to help pupils link their learning to their predictions. Lesson planning is good, the effective preparation of resources being particularly helpful to the effective use of time. Teachers manage behaviour very well through clear expectations consistently and fairly applied. Relationships are generally very good. Plenary sessions at the end of lessons frequently link learning to real life applications for the pupils. Pupils' learning and their access to the full science curriculum is sometimes adversely affected when they are withdrawn for additional literacy and numeracy lessons.
128. The subject is well managed by the co-ordinator, who is involved in aspects of reviewing standards and quality in the subject. Lessons are observed and feedback provided to teachers. Lesson planning is monitored each week. Data from national annual tests and other internal testing is analysed and teachers act upon the outcomes. Representative samples of pupils' work are monitored and evaluated each term and feedback is provided. The co-ordinator leads staff professional development in science. Resources for science are satisfactory both in quality and quantity.



## **ART AND DESIGN**

129. Since the last inspection standards have risen in art and design across both key stages, and as a result attainment is broadly in line with national expectations at the end of both key stages. Pupils make satisfactory progress, and now build systematically on taught skills and techniques.
130. Pupils in Year 1 make string prints and a textile collage in the form of a garden. In Year 2, pupils begin work on contrast, discuss the compatibility of contrasting colours, and make rubbings of structural features around the school as part of their training in close observation. They subsequently print a variety of patterns, cutting different shapes from polystyrene. Pupils are beginning to recognise the differences in approach and methods by comparing their own with other artists' techniques. By the end of Key Stage 1 the pupils record their ideas and feelings with confidence and demonstrate increasing ability to represent in art and design what they see and touch. They use a variety of materials, tools and techniques to produce three-dimensional work, making for example, coil and thumb pots in clay. However, the kiln is not used to potential capacity. The range of three-dimensional work and modelling skills has improved since the last inspection. In Key Stage 2, pupils continue to express their ideas and feelings using a variety of media. In Year 3, children use pasta to make patterns to represent texture and movement and make clay pots for firing in the kiln. They develop their observational skills in sketching fruit and vegetables and they blend primary colours to create hot and cold colours. In Year 4, pupils weave paper and understand the difference between weft and warp. In Year 5, pupils examine and replicate Islamic patterns and study Aztec design. In Year 6, pupils learn about the work of William Morris as part of a topic on Victorian England. Pupils use sketchbooks to improve their skills and techniques. Observational work has therefore improved since the last inspection. Pupils in Key Stage 1 use a computer drawing program to create different shapes. However, there is little evidence to illustrate that ICT is used to support pupils learning in art and design.
131. A limited number of lessons were observed during the inspection. Judgements are therefore also based on the scrutiny of pupils' previous work, art and design portfolios and work on display in the classrooms and corridors. Teachers' plans were examined, and discussions were held with pupils and staff. The quality of teaching is satisfactory overall. Teachers' subject knowledge is secure overall, and they develop pupils' skills and techniques based on their previous knowledge. However, the school has identified a need for further staff training in the teaching of art and design techniques. The school's detailed planning for the subject ensures that teachers are able to design progressively more challenging tasks for pupils as they move through the school. The co-ordinator provides advice and support for teachers, but there is currently no monitoring of the subject. The resources for art and design are adequate overall, and apart from the kiln are effectively used. A portfolio of pupils' artwork is available to staff. However, not all work is annotated by teachers. As a result pupils are not encouraged to improve their work are not always clear to teachers the expected standards to be achieved by pupils as they progress through the school. There is an after-school art club for pupils in Key Stage 2 and an artist in residence has recently been instrumental in enhancing the work in this subject. Pupils with special educational needs and for whom English as an additional language are well supported in lessons and make good progress.

## **DESIGN AND TECHNOLOGY**

132. Since the last inspection there has been no improvement in designing and making skills, therefore, standards remain below national expectations at the end of both key stages. Pupils are still uncertain about the relevance of design, the importance of components and the sequence of actions required to complete a finished product. Pupils, including those with special educational needs and for whom English as an additional language are well supported in lessons but nonetheless do not make sufficient progress in this subject. Pupils

in Year 2 design an insect with moving body parts, made from cork and boxes, and design and make a spider, which can move up and down a pipe. They sew and join fabrics to make 'Joseph's coat of many colours'. Key Stage 2, Year 3 pupils design and make strong handles for a coil pot before firing. Pupils in Year 4 design and make a shield and a longboat as part of a topic on the Vikings. Year 5 pupils make an Aztec head-dress.

133. The quality of teaching based on the limited number of lessons observed in Key Stage 2 is good. No lessons were observed in Key Stage 1. Teaching overall is satisfactory. However, at both key stages there is generally insufficient distinction between design and technology and art and craft, due to teachers' lack of subject knowledge. There is no evidence of challenge in this practical subject, and as a result the quality of pupils' work is unsatisfactory overall. When teaching is good there is good subject knowledge and teachers use the correct terminology to help the pupils disassemble components. For example, in Year 3, pupils learn about the components of a basic sliding mechanism, based on previous learning about hinges and circular mechanisms. When teaching and learning are effective, teachers' help pupils to evaluate their work and improve their designs. Good links are made with numeracy, pupils measuring with a ruler the components required for a sliding mechanism. However, when teaching is less than effective, teachers' subject knowledge is weak, resources and equipment are not prepared in advance, resulting in slow progress developing a lever mechanism. Pupils' learning overall is therefore unsatisfactory as they are unable to build on their previous knowledge and skills. When teaching is good, pupils enjoy the subject and work sensibly and safely together as a team. The co-ordinator has good subject knowledge and a clear view of how the subject needs to be improved, including monitoring of teaching, providing model lessons and the provision of differentiated resources for each year group to support teaching and learning. Assessment sheets are in the process of development by the staff. ICT is not used to support pupils learning.

## **GEOGRAPHY**

134. Geography is taught in mixed-ability classes throughout the school and in some combined mixed-age classes at both key stages. In addition to observations made within classrooms, a close examination was made of a sample of geography work from each class, together with that displayed in corridors and classrooms, as well as a careful examination of teachers' planning. Discussions were held with the subject co-ordinator, classroom teachers and the pupils. Due to timetabling arrangements and the timing of the inspection no geography lessons were observed at Key Stage 1.
135. Pupils at both key stages make good progress as a direct result of good teaching and in consequence reach a standard expected of pupils at the ages of seven and eleven. Pupils with special educational needs make satisfactory progress at both key stages. Those for whom English is an additional language make good progress.
136. At Key Stage 1, pupils make suitable progress in the skills of observing and recording information. They take part in walks around the school grounds and the nearby locality, during which they talk about the quality of their surroundings. They use this information to compare their own lifestyles in West Bromwich with those of people living in the North West islands of Scotland. Through the stories of Katey Morag they discover information about different types of housing, village life and farming on the fictional island of Struay. By the end of the key stage pupils are able to draw simple maps and plans and are able to identify different types of land use from maps and pictures, but their understanding of geographical terms and awareness of other parts of the wider world remain limited.
137. At Key Stage 2, pupils further develop their understanding about settlements and how villages and the landscape change over time. In a well planned and resourced mixed Year 3 and 4, class pupils play a dice game to show how a village grows and acquires new services. Pupils from both year groups talk confidently about the most appropriate places to build

new housing areas and where to build new shops and other facilities. Older pupils develop their awareness of the changes within their own locality and the effects of the Lyng Regeneration Project, which is taking place around them, on local people. In both Year 5 and Year 6, pupils use maps and diagrams of the Project to discuss the effects of new housing development upon both existing and newly arrived residents in the area. By the end of the key stage, pupils are using maps and photographs confidently to support their learning and show a growing concern for environmental issues. Opportunities for pupils to take part in first-hand fieldwork activities and visits are, however, limited and this restricts their development of enquiry and recording skills within geography. This aspect of geography has shown little improvement since the last inspection.

138. The quality of teaching is good. Teachers' use of specialist vocabulary and choice of activities is particularly challenging and pupils are encouraged to use their knowledge to develop new ideas. Class management is good and promotes good behaviour. Lesson planning sets out what is to be achieved and this is clearly shared with pupils. Pupils are given good feedback on how well they have achieved in lessons but this is not systematically recorded.
139. The leadership and the management of the subject are both satisfactory. A broad and balanced scheme of work has been introduced, which follows the QCA guidance, but this has yet to be adapted to the school's own needs. Opportunities for pupils to develop their awareness of other cultures is very limited and the richness of different cultural backgrounds which pupils bring to the school is not sufficiently reflected in schemes of work or geography lessons. Pupils complete assessment activities at the end of every topic and the information from this is used to assist teachers' further planning. The co-ordinator reviews teachers' weekly planning and monitors the quality of pupils' work in their books and gives informal advice and support, but there is a lack of any formal monitoring and evaluation of the quality of teaching. Since the last inspection there has been very little expenditure on resources for geography. The lack of sufficient Ordnance Survey maps and software to support ICT. The school has now identified resource packs of people living in localities of different cultures as areas for resource development. Residential visits, which include geographical activities, to Edmond Hall and Plas Gwynant in North Wales enhance pupils' learning at both key stages.
140. Since the last inspection there has been considerable improvement in the quality of teaching. Teachers now plan more effectively and are widening opportunities for pupils to find out information for themselves. Opportunities are also taken to extend the quality of pupils' writing and quality of discussions, particularly at Key Stage 2. Plans to assess pupil progress have been developed but recording procedures have yet to be put in place. The use of ICT in geography is inconsistent across the school and is reliant on individual teachers' knowledge. This aspect is to be addressed by the school in its plans to develop ICT.

## **HISTORY**

141. History is taught in mixed ability classes throughout the school and some combined mixed age classes at both key stages. In addition to observations made within classrooms, a close examination was made of a sample of history work from each class, together with that in displays in corridors and classrooms. Teachers' planning was also carefully considered and discussions held with the subject co-ordinator and the pupils. At Key Stage 1, due to timetabling arrangements and the timing of the inspection, only one history lesson was observed.
142. Pupils at both key stages make good progress and reach standards expected of pupils at the ages of seven and eleven. Pupils with special educational needs make satisfactory progress, and those for whom English is an additional language make good progress at both key stages.

143. At Key Stage 1, pupils take part in walks around the area of their school and are able to recognise and describe the differences between old and new buildings. Pupils develop a sense of period through their investigations into life in Victorian times and are able to compare aspects of life in this period with their own lives. Pupils in Year 2, in a lesson to discover Victorian family lifestyles, described the purpose of a variety of household articles of the period and were able to explain how they were used and compare them to similar articles in their own houses. By the end of the key stage, pupils are able to use a variety of historical sources to ask and answer questions about events in the past and can describe the importance of diarists such as Samuel Pepys in providing evidence, through which they are able to learn about past events such as the beginnings of the Great Fire of London.
144. Pupils in Key Stage 2 show a growing understanding of different historical periods. Pupils in Years 3 and 4 are able to compare lifestyles in Tudor times to those of the present day and develop their skills in using evidence from a variety of sources. In a lesson to find out about and compare living conditions in the towns and countryside in Tudor times, Year 3 pupils examine a range of photographs, pictures and copies of recorded information from the period to explain how better off the people were living in the towns. They were able to use this information to make comparisons with present day lifestyles and discuss how conditions have changed. By the end of the key stage, pupils in Year 6 are developing their abilities to use information from a variety of sources to draw conclusions and report on them. This was clearly demonstrated in a lesson to consider the effects of the arrival of the railways to the towns in Victorian times, where pupils used a variety of census information to explore how the lives of different people were changed.
145. Pupils at both key stages work with a sense of enjoyment in their history lessons and display a good attitude towards their learning. They work well together in groups, show initiative in researching information and listen carefully to others in their class, as shown in a Year 3 lesson of Tudor life, where groups of pupils prepared 'freeze-frame' presentations to explain many different aspects of life in this period.
146. During the inspection, lessons were never less than good. The quality of teaching is good throughout the school, with examples of very good teaching being observed at Key Stage 2 during the inspection. All teachers displayed a good relationship with their pupils and good classroom management. They show a good understanding for teaching history through their planning and choice of challenging activities and this helps all pupils to make progress in lessons. Teachers work hard to prepare well-chosen resources for lessons, which enables pupils to investigate different types of evidence to further their historical understanding of different periods. In the lesson where very good teaching was observed, considerable preparation and planning for the lesson had taken place. A 'visitor' dressed in Victorian costume answered challenging questions from pupils. Discussions enabled the pupils to make significant progress in their understanding of Victorian society. The pupils' enjoyment of the lesson was further enriched by the teacher's use of skilful questioning, which was effective in encouraging pupils to use their knowledge and develop new ideas.
147. Leadership and management of the subject are satisfactory. The co-ordinator, who has only recently taken on the role, is aware of the need to adapt the QCA guidance to meet the school's own need. The range of topics studied by pupils offers opportunities for them to develop their cultural awareness of different parts of the world and periods of history, but this aspect of teaching needs to be more clearly embedded into lessons and planning. The co-ordinator regularly reviews teachers' planning and aims to monitor pupils' work as topics are completed. She gives informal advice and support in her own time and helps year groups in their planning. There has been very little expenditure on resources for history in the last two years and although the school has a satisfactory range of videos, posters, textbooks and photographs, there is a very limited range of historical artefacts, ICT software and suitable books from which pupils may carry out individual research. Visits to museums and places of historical interest, such as Oak House, as part of the pupils' Tudor work, enrich pupils' learning.

148. Since the last inspection there has been considerable improvement in the quality of history teaching. Opportunities to extend the quality of pupils' writing and their individual research skills, which had been identified as a weakness, have now been developed. The use of ICT activities remains undeveloped at present but is to be addressed through the school's programme for extending ICT throughout the curriculum. Procedures for assessing and recording the achievement of pupils at present remain undeveloped. This is recognised by the co-ordinator and is in the process of being addressed.

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

149. During the inspection there was only a small amount of ICT teaching observed. ICT is not separately timetabled except for short demonstration lessons, and the subject is currently taught through specific topics within the teaching of other subjects.
150. A brand new computer room with a networked suite of computers has been equipped in the weeks prior to the inspection and is to form the focus of the school's development for ICT. Due to network management problems, it remained largely unused during the period of the inspection. Judgements were based on the limited number of opportunities timetabled in which pupils were involved with ICT based activities. A close examination was made of pupils' work within classrooms and corridor displays, discussions held with teachers and pupils and teachers' weekly planning carefully considered. Work sampling provided very limited evidence of pupils at either key stage regularly undertaking ICT activities. Standards of achievement at both key stages are below that expected from pupils at the ages of seven and eleven. At the previous inspection, pupils were similarly below at both key stages. Whilst appropriate computer software is now available in each classroom, it is generally under-used and pupils have limited opportunity to develop their skills, knowledge and understanding in their use of ICT. The progress of the majority of pupils, including those with special educational needs and those for whom English is an additional language, is unsatisfactory at both key stages, as pupils are not building sufficiently on existing skills as the move through the school. They have too few opportunities to use ICT to support learning in other subjects of the curriculum.
151. When opportunities to use ICT are given, some progress is made. By the end of Key Stage 1, pupils are developing their keyboard skills and use a mouse with growing confidence. The majority are able to word process some aspects of their work and the more able pupils are beginning to locate words and correct spellings in their presentations.
152. By the end of Key Stage 2, there is some evidence to suggest that pupils are developing skills in producing pieces of text, which they edit and correct. More able pupils add text to pictures using clipart software programmes or pictures taken from a CD-ROM. In Year 6, pupils use a publisher program to link together pictures and pieces of written work but pupils' data handling skills are unsatisfactory and show no improvement since the last inspection. Pupils' skills in control technology remain undeveloped at Key Stage 2, although the school has now begun to address this with the purchase of appropriate software.
153. The progress of the majority of pupils at Key Stage 2, including those with special educational needs and those for whom English is an additional language, is unsatisfactory at both key stages as pupils are not building sufficiently upon existing skills as they move through the school. They have too few opportunities to use ICT to support their learning in other subjects of the curriculum. Pupils' opportunities to develop their ICT skills vary from year to year. There is evidence that pupils do use opportunities to develop their ICT skills where time has been allocated, as in an extended registration period for the mixed age Year 3 and Year 4 class, where pupils make good use of the collected weather information, which they are able to save and use to produce graphs. Pupils in Year 5 make satisfactory progress in their word processing skills and are able to combine their written work with pictures.

Evidence of pupils developing their data handling skills is, however, limited. Pupils are able to produce basic bar charts, as from a survey of pets taken by the Year 5 pupils. There is evidence that pupils do use ICT to make presentation work from their literacy lessons in all year groups but overall there is limited use of ICT to support learning in other areas of the curriculum and too few opportunities to use research skills through investigating CD-ROMs and the Internet.

154. In one timetabled lesson of ICT the quality of teaching was good and the activity of locating and correcting text was well chosen for the needs of the Year 2 pupils. Explanations were given clearly and teacher questioning was effective in helping pupils to understand the use of the keyboard, which they would be able to practise on another occasion.
155. Leadership and management of the subject are satisfactory. Since the last inspection, a long term plan which meets the requirements of all aspects of the curriculum, has been developed, using guidance from the QCA schemes of work and the appropriate software installed onto computers in classrooms and the new computer suite. The co-ordinator now has a clear direction as to how the subject is to be developed and the best use made of the new resources. He gives regular support to teachers in their planning and use of unfamiliar software.
156. The Sandwell assessment scheme for recording pupils' progress in ICT has recently been introduced and is providing teachers with useful information with which to monitor their pupils' progress. The school is aware that immediate action is needed to bring overall standards into line with national expectations by the end of both key stages and recognises the importance of the promotion and use of ICT in other subjects. To support the development of the new scheme of work, in the spring term, a programme of training for all teachers is to be given by ICT advisers.

## MUSIC

157. Since the last inspection standards have not been maintained, and as a result are currently below national expectations at the end of both key stages. However, the tuition provided by visiting specialist teachers is good and the minority of pupils involved in playing musical instruments make good progress and standards are broadly in line with national expectations for these pupils.
158. A limited number of lessons were observed in both key stages during the inspection week. Judgements are based upon discussions with staff and pupils and the scrutiny of pupils' previous work. The quality of teaching and learning overall is satisfactory. However, the progress pupils make at both key stages in the acquisition of skills, knowledge and understanding is unsatisfactory, particularly in listening and appraising music and performing and composing. There is no evidence of picture or graphic scores being used to record pupils' compositions. There is no qualified music co-ordinator on the staff and therefore pupils rely on recorded music to accompany singing, and staff are unable to seek advice from a specialist on the staff when planning. There are not enough opportunities for pupils to perform or become actively involved in creating music. There are insufficient opportunities for pupils to evaluate the work of others, and to explore and enjoy the music of a variety of cultures and times. However, in the limited number of lessons observed at there were opportunities for the pupils to play instruments in a variety of ways to reflect different moods in music. The pupils in Year 3 know the names of some percussion instruments such as the cabasa, maraca and wood blocks. In Year 4 pupils are encouraged to use musical instruments to interpret a picture, and in Year 6 the pupils explore lyrics and melody and how these are used together in songs of the 1940s. The pupils evaluate the music from a Broadway musical and the opera '*Porgy and Bess*' by Gershwin, and use these ideas in their own compositions. However, due to the lack of a qualified musician on the staff there is an inconsistent approach to music teaching across the school. Monitoring of the subject is not in place. Teaching of basics skills often affects the progress pupils

make in lessons. There is no system for assessing or recording pupils' progress in music, and in the absence of a co-ordinator there is no mechanism for raising standards or improving teaching and learning. The issue regarding no specialist teaching area or music room has been addressed since the last inspection. Music does not currently make a significant contribution to the cultural development of the pupils.

## **PHYSICAL EDUCATION**

159. Since the last inspection standards of attainment at the end of both key stages have been maintained and are broadly in line with what might be expected of children at this age. There is no difference in standard between girls and boys. Pupils in Key Stage 1 perform simple actions with safety and control and link these together through practice with a partner, and alone. They work enthusiastically in gymnastics when using small apparatus. They enjoy all their work and co-operate well with each other. Pupils show increasing control when balancing and climbing, and the teacher sets challenging tasks. There are good opportunities for pupils to plan and evaluate their movements, and they are encouraged to try out their own ideas. Pupils' spatial awareness is very good. In Key Stage 2, during a dance lesson, good use is made of music to maintain a pace, and to encourage pupils to work within a set rhythm. There are good opportunities for peer evaluation. In swimming, the majority of pupils make good progress and are able to swim 25 metres or more by the time they reach the age of eleven. Pupils with special educational needs and for whom English as an additional language are fully integrated into lessons and make good progress. Pupils benefit from a wide variety of after-school sporting activities, some of which are provided by visiting specialists. Very good resources and facilities in the gymnasium and outdoors ensure that all pupils make good progress. However, the use of the adjacent field is limited due to its open access to the general public.
160. The quality of teaching in both Key Stages 1 and 2 is good. Lessons are well planned and teachers are secure in their subject knowledge. Staff dress appropriately for the lessons and give practical demonstrations of what pupils are expected to do. Lessons are well organised and no time is wasted in setting up equipment. Teachers adopt a consistent approach in helping pupils to evaluate and improve their movements, and offer praise when appropriate, to raise pupils' self-esteem. In all lessons observed teachers reminded children about the importance of and reasons for warm-up activities.
161. The management of the subject by the newly appointed co-ordinator is good, and ensures that the curriculum offered to the pupils is broad and balanced. The policy and scheme of work have been updated to take account of the requirements of the new framework for physical education. The school is in the process of adopting a self-assessment booklet for individual pupils to record their progress throughout the school. The acting headteacher has undertaken monitoring, and feedback has been given to the staff about the quality of their lessons. There is a good range of extra-curricular sporting activities, including basketball, short tennis and athletics. There are inter-school sports fixtures from time to time, and a football coach from West Bromwich Albion football club visits the school.

## **RELIGIOUS EDUCATION**

162. Standards of attainment for pupils at the end of both key stages are below the expectations of the LEA agreed syllabus. Standards have declined since the last inspection.
163. By the end of Key Stage 1, pupils have a very basic knowledge of some aspects of Christianity and some other religions, for example, stories of the life of Jesus, but were not able to link Jesus to Christianity. Within Key Stage 2, pupils learn about some aspects of religious beliefs but this is insufficient to provide the necessary depth of understanding of what it means to be a member of a faith community or to hold beliefs of one's own.

164. The quality of teaching is satisfactory overall, though it ranges from very good to unsatisfactory overall. In Key Stage 1 teaching ranged from very good to unsatisfactory. In Key Stage 2 teaching was always satisfactory.
165. Where teaching was satisfactory or better, teachers demonstrated appropriate subject knowledge and introduced the pupils to subject specific vocabulary, for example disciple. New ideas and concepts were linked carefully to the pupils' prior knowledge and experience. In one lesson the story of the call of the first disciples was linked to other stories the pupils had heard about Jesus, and to the recent celebration of his birth at Christmas. Pupils were encouraged to discuss answers to questions with a partner prior to being asked for an answer before the whole class. These responses were used effectively to take the discussion forward and questions were used effectively to reinforce pupils' learning and to extend their understanding. The progress of pupils with special educational needs and those with English as an additional language is satisfactory. There was little evidence that pupils were encouraged to use their literacy skills or ICT to support their learning.
166. Where there was unsatisfactory teaching, learning objectives were vague, for example, "to learn about the life of Jesus". The pace of the lesson was slow. Pupils' behaviour was poorly managed, with pupils calling out answers.
167. The religious education curriculum does not meet the statutory requirements of the LEA agreed syllabus. The scheme of work was developed in 1999 and has not been revised in the light of the new agreed syllabus. The religious education policy also needs to be updated. There is a lack of continuity in the scheme of work; for example, pupils' books demonstrate that pupils in different year groups have covered the same work even when they are not in mixed age classes. Some classes have a series of very short religious education lessons, for example, the ten minutes before assembly, in order to accumulate religious education time. This gives a very disjointed experience of religious education and slows learning. There are significant differences in the time allocated each week for religious education, for example, in one year group; one class receives 60 minutes while the other only 25 minutes of religious education. Current planning does not take sufficient account of the mixed-age classes.
168. While religious education makes some contribution to the spiritual, moral, social and cultural development of pupils, for example, consideration of the moral issues in the story of the Good Samaritan, this is an area, which could be further developed.
169. The religious education co-ordinator is well intentioned and is committed to the further development of the subject. She has prepared a religious education development plan and reported on its progress to the governors. The co-ordinator has also recently monitored some teaching of religious education and has developed a new Key Stage 2 record sheet that is soon to be administered by the staff.
170. The religious education co-ordinator has had very little religious education-related professional development and has therefore been unable to keep abreast of current developments in the subject. The religious education development plan is not adequately evaluated in terms of cost. Success criteria are weak and time scales are too vague. The religious education co-ordinator has not yet reviewed pupils' work in the subject and does not check subject planning.
171. The assessment of pupils' work in religious education remains unsatisfactory and does not take into account the end of key stage descriptions within the LEA agreed syllabus. This finding indicates that there has been no improvement in this aspect of religious education since the 1998 inspection. Marking of pupils' work is confined mostly to ticks and brief supportive comments.



172. The quality and usage of religious education resources is satisfactory and there are some good religious education displays throughout the school. The quantity of religious education resources, particularly artefacts, remains unsatisfactory.
173. Good links have been established with some local churches but the school could make more extensive use of visits to places of worship.