

# INSPECTION REPORT

## **CAUSEWAY GREEN PRIMARY SCHOOL**

Oldbury

LEA area: Sandwell

Unique reference number: 103983

Headteacher: Mr Alan Wood

Reporting inspector: Mr Glyn Gaskill  
22951

Dates of inspection: 28<sup>th</sup> – 31<sup>st</sup> January 2002

Inspection number:

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Penncricket Lane  
Oldbury  
West Midlands

Postcode: B68 8LX

Telephone number: 0121 559 2068

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Appropriate authority: Governing Body

Name of chair of governors: Sylvia Milner

Date of previous inspection: 14<sup>th</sup> – 18<sup>th</sup> February 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Glyn Gaskill	Registered Inspector	Science, Information and Communication Technology.	Summary; What should the school do to improve further; The school's results and achievements; How well are pupils or students taught? How well is the school led and managed?
Catherine Fish	Lay Inspector		Pupils' attitudes, values and personal development; How well does the school work in partnership with parents?
Elizabeth Fee	Team Inspector	Foundation Stage, Design and Technology, Art.	How good are the curricular and other opportunities offered to pupils?
John Moles	Team Inspector	Mathematics, Physical Education.	Equal Opportunities, How well does the school care for its pupils or students?
Joyce Cox	Team Inspector	English, Religious Education.	English as an Additional Language.
Christine Richardson	Team Inspector	Music, History, Geography, Special Educational Needs.	

The inspection contractor was:

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

*The terms “attainment” and “achievement” appear frequently in this report. Inspectors use the term “attainment” to indicate standards against national or local criteria. The term “achievement” is used to describe the progress pupils make compared to their prior attainment.*

*The term “Foundation Stage” refers to children in the nursery and reception classes.*

### **INFORMATION ABOUT THE SCHOOL**

The school is a large primary school for boys and girls from three to eleven years old. There are 472 pupils on roll, including 60 part-time places in the nursery. There are significantly more boys (234) than girls (178). Just less than one-fifth of pupils are eligible for free school meals, which is similar to the national average. Four per cent of pupils speak English as an additional language, which is higher than most schools. Twenty-three per cent of pupils, similar to the national average, have special educational needs including one per cent, less than the national average, who have statements. The general level of children’s attainment on entry to the nursery is below average.

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

This is a school which has overcome many problems and is now moving in the right direction. It is an improving school due to the purposeful leadership given by the headteacher and the very good management by himself and the deputy headteacher. The governing body are dedicated to their work and fulfilling their duties effectively. Taking all National Curriculum subjects together, there has been an improvement in standards, but they remain below what they could be in important areas. Children are given a good start in the Foundation Stage. In recent years, teaching has improved considerably and is now good, overall. The school provides satisfactory value for money.

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

- There is very good leadership and management by the headteacher and deputy headteacher. The governing body is dedicated in its work. This has produced a shared sense of purpose for school improvement and good relationships at all levels.
- Good teaching, obtained through effective management, is improving standards in many areas of the curriculum. It stimulates good levels of interest and concentration by pupils.
- Pupils with special educational needs are making good progress due to the high quality provision made for them.
- There is very good provision in the nursery and good provision in the reception classes, which are effective in developing many aspects of children’s development.
- The school promotes positive attitudes in pupils very well. This produces very good standards in pupils’ behaviour and moral development. Pupils are confident and have a good understanding of their own and other cultures.
- The school’s strategies to improve attendance are successful.
- Links with parents are good and contribute greatly to the positive feeling of community in the school.

#### **What could be improved**

- Whilst improvements have been made, standards in English and mathematics are unsatisfactory at both key stages.
- Standards in information and communication technology are unsatisfactory at Key Stage 2 and the use of information and communication technology to support learning in the remainder of the curriculum is limited.
- In the reception classes, children’s skills in communication, language and literacy are developed at a slower rate than when they are in the nursery.
- The school is making insufficient use of its assessment procedures to raise the standards of particular groups and individual pupils.
- Provision for music has been greatly improved, but standards at Key Stage 2 remain unsatisfactory.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected, in February 2000, it was judged to have serious weaknesses. These weaknesses have been put right and several of them converted into strengths. The school has worked very hard and made good progress since the last inspection. A new headteacher has been appointed. Key aspects of leadership and management were weak. This area is now good with the school having a clear and shared purpose for improvement. There were particular weaknesses in teaching. Teaching is now good. Standards in several subjects were falling short of expectations. Provision and standards for all these subjects have improved but, as the school recognises, standards are still not high enough. For the first time the school has moved to the top half of the local education authority performance table for National Curriculum standard tests. Provision for pupils' spiritual development was unsatisfactory, but is now satisfactory. There are now effective strategies to improve attendance. There has been very good improvement in the school's links with parents.

## STANDARDS

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

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

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

- When children start in the nursery, their standards are below average. They make overall good progress in the Foundation Stage, but their standards in communication, language and literacy are insufficiently developed in the reception classes.
- Results in the National Curriculum assessments for reading, writing and mathematics at the end of Key Stage 1 were well below the average of all and similar schools nationally. Over the last four years, there has been a steady improvement in the results for writing and mathematics with reading remaining static.
- Over the last four years, the school's National Curriculum test results at Key Stage 2 have improved at a faster rate than the national trend.
- The school sets challenging targets for the National Curriculum tests at Key Stage 2. In 2001 these targets were met in English, not quite met in mathematics but were exceeded in science.
- Whilst standards are improving, there is still the potential for pupils to do better. The school is well aware of this and well placed to improve matters.
- Inspectors observed pupils at work and decided that, at the end of both key stages, standards were below average in English and mathematics but average in science.
- The inspection found satisfactory standards in the remaining subject areas, with the exceptions of design and technology, which is good at both key stages, and music and information and communication technology which are unsatisfactory at Key Stage 2.
- Pupils with special educational needs and higher attaining pupils are making good progress, better than the majority of the school. Pupils' achievement is satisfactory overall.
- Pupils who speak English as an additional language are making satisfactory progress.
- There is no overall difference in the attainment and achievement of boys and girls.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and being involved in all the school has to offer. In lessons, they are enthusiastic and eager and take pride in what they produce.
Behaviour, in and out of classrooms	Behaviour overall is very good. Pupils know how they should behave and try hard to meet this expectation. Most respond quickly to any correction; others are supported to improve their behaviour.
Personal development and relationships	Relationships across the whole-school community are good. Pupils' personal development is good; they enjoy taking responsibility.
Attendance	Last year, attendance was still below the national average, but it has improved over recent years and is continuing to do so.

- Pupils have very positive attitudes to their work and school in general.
- Pupils' very good behaviour contributes significantly to the good quality of life in the school.
- Pupils' develop caring, sensible and mature approaches to each other and adults.
- Attendance is adversely affected by holidays taken during term-time.

## 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 school has been successful in improving the quality of teaching since the last inspection.
- Throughout the school, teachers and learning support assistants work closely and effectively.
- The overall quality of teaching in English and mathematics lessons is good.
- The quality of teaching in the nursery is very good at times. The teaching of language in the reception classes does not sufficiently build on the rapid development of children's language in the nursery.
- Teachers plan very carefully. Parallel classes, containing pupils of the same age, generally do similar work, but there are inconsistencies.
- Through the precise use of assessment, teaching provides very well for the needs of pupils with special educational needs and for those pupils who are higher attainers. Provision for the average attainers is not quite as effective.
- Pupils enjoy coming to school and being involved in all the school has to offer. In lessons, they are enthusiastic and eager and take pride in what they produce.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an overall satisfactory curriculum. All pupils have good access to the curriculum and equal opportunities to learn. Provision for pupils' spiritual, social, moral and cultural development is good overall.
Provision for pupils with special educational needs	Very good. Pupils have very good individual education plans so that they learn in a step-by-step way and achieve regular success. Parents are appropriately involved in reviews.
Provision for pupils with English as an additional language	None of these pupils is at an early stage of acquiring English. They are as fluent in English as are the other pupils and so the school makes no special provision for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very good provision for pupils' moral development. Opportunities for social development and developing pupils' knowledge of cultural traditions are good. Spiritual development is sound.
How well the school cares for its pupils	The school has very good arrangements to ensure the health, safety and welfare of its pupils. There are appropriate systems to collect data on pupils' attainment. The use of this data is having a positive effect on standards.

- There have been steady improvements in the curriculum since the last inspection.
- Weaknesses in the Key Stage 2 curriculum for music and physical education have been put right.
- The introduction of a Foundation Stage curriculum has significantly improved continuity of learning for children in the nursery and reception classes.
- There are still weaknesses in information and communication technology across the curriculum and as a subject at Key Stage 2, due to a lack of the organisation and provision of suitable learning resources.
- The provision for extra-curricular activities is satisfactory.
- Provision for spiritual development has improved since the last inspection.
- The school has made good progress in the use of assessment to raise standards, but still needs to apply it consistently for all pupils.
- The school promotes very good behaviour.
- The school's partnership with parents is good. This is a great improvement since the last inspection.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Taken together the leadership and management of the school provided by the headteacher, governing body and staff with management responsibilities are good.
How well the governors fulfil their responsibilities	The governing body is dedicated and hard working and carries out its duties well.
The school's evaluation of its performance	The school has set up effective monitoring systems, which are having a positive effect on standards.
The strategic use of resources	The school makes good use of staff, accommodation and learning resources.

- There is a sufficient number of suitably qualified teachers.

- Learning support assistants are effective in their work.
- Learning resources are generally sufficient to teach the planned curriculum, but the organisation and quantity of resources for information and communication technology is unsatisfactory. Plans are in hand to improve this.
- Learning resources for reading are limited and not well displayed in all classrooms.
- Accommodation is spacious, but the many steps limit access.
- The school takes appropriate action to ensure that it gets best value from its spending decisions.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The expectations set for their children.</li> <li>• Their children like school.</li> <li>• The school is approachable and responsive.</li> <li>• The school is well led and managed.</li> <li>• The school helps their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive, particularly about their children's progress.</li> <li>• The range of activities provided outside lessons.</li> </ul>

- Inspectors agree with all the positive comments made by parents.
- Inspectors feel that parents concerns are not justified, because the information they receive in reports and through formal and informal meetings is good. The range of activities provided for older pupils is good. It is quite normal for after-school activities not to be provided for younger pupils.

## **PART B: COMMENTARY**

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

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

1. Children's attainment on entry to the nursery is generally below that expected for children of this age. Children make good progress in the nursery and by the time they enter the reception classes they are broadly average. In the nursery, children attain and achieve to a good standard in three of the six areas of learning: personal, social and emotional development; physical development and creative development. Most children are likely to perform in a similar manner by the end of their year in reception. Children in the nursery achieve well and then attainment in communication, language and literacy becomes satisfactory. Their achievement and attainment in this area of learning declines in the reception year and becomes below the expected standard. Children's attainment and achievement in their mathematical development is satisfactory throughout the Foundation Stage. In their knowledge of the world, children achieve well throughout the Foundation Stage and their attainment is average.

2. Since 1998, standards in the national tests for seven year olds in writing and mathematics have increased steadily from a very low base but in 2001 were well below all schools and also schools with a similar free school meals entitlement. Standards in reading have not enjoyed a similar improvement and are well below all and similar schools. The proportion of pupils reaching the higher Level 3 was similar to all schools in the writing and science statutory tests and tasks. The National Curriculum assessments when pupils are seven, unlike the Foundation Stage assessments, depend upon pupils' reading and writing skills. This explains why they have not met the average expectations from when they were five.

3. In the national tests for eleven year olds there has been an upward trend in results since 1998, at a greater rate than the national average, in English, mathematics and science. Performance in mathematics is well below that of all and similar schools. In science, results are below those of all and similar schools. English results are below the average for all schools and well below similar schools. Considering the prior attainment of pupils who took the 2001 Key Stage 2 standard assessments with their performance when they were at the end of Key Stage 1; progress in English, mathematics and science was satisfactory in comparison with other schools who had similar prior attainment. In 2001, the aggregate performance in English, mathematics and science was just below all other schools and was an improvement on previous years. The above school comparisons relate to schools nationally. Comparing the school's National Curriculum test results for 2001 with other schools in the local education authority shows that, for the first time, the school is above the average. The school sets challenging targets for the National Curriculum assessments in English, mathematics and science at the end of Key Stage 2. In 2001, these targets were met in English, not quite met in mathematics but were exceeded in science.

4. At the end of both key stages, inspection evidence found standards of attainment in mathematics and English to be below average and in science to be broadly average. In the remaining subject areas, standards are satisfactory with the exceptions of design and

technology, which is good at both key stages, and music and information and communication technology which are unsatisfactory at Key Stage 2. At both key stages, pupils achievement is mainly satisfactory but good in design and technology and music with achievement in information and communication technology being unsatisfactory at Key Stage 2. Considering all areas of the school, there is no significant difference in the performance of girls and boys. Overall, pupils throughout the school, including those who speak English as an additional language, are achieving to a satisfactory standard. Higher attaining pupils and pupils with special educational needs are progressing at a more rapid rate than the remainder of the pupils. Whilst standards overall are improving they are not yet high enough. The school is fully aware of this and is well placed to continue raising the pupils' standards of attainment.

5. Pupils with special educational needs make good, and frequently very good, progress towards the targets on their individual education plans and in the development of self-esteem and confidence. This is because they receive very good teaching and are set very suitable targets. The school makes very good use of assessment information for target setting on individual education plans and for the formation of groups. The result of this is that pupils who need additional support are identified as soon as possible. Pupils with special educational needs frequently attain well for their abilities in national tests.

6. Pupils from ethnic minority groups and those who speak English as an additional language make equal progress to that of their classmates and achieve similar results. They respond well to extra help from teachers and learning support assistants and benefit from work that is accurately matched to their individual needs.

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

7. Since the previous inspection all elements of this aspect of pupils' development have either remained good or improved. Pupils' attitudes to school life are now good overall, behaviour is very good, personal development and relationships remain good. Attendance, whilst still just below the national average, has improved and is continuing to do so.

8. Pupils show positive attitudes to all the school offers them. Nearly all parents say that their children enjoy school and this is shown by their enthusiasm to be involved in all it has to offer. Pupils are very keen to partake in after school clubs, where provided, and are prepared to give up their playtime, for example to be part of a recorder group. Pupils' attitudes to their work are good or better in over eighty per cent of lessons. They are enthusiastic, eager and sometimes show considerable enjoyment and satisfaction with their work. For example, in a Year 3 art lesson, pupils talked enthusiastically about what they had produced to support their work on the Native Americans. They eagerly told the rest of the class what they had done and how they had done it. They put considerable effort into the lesson, showed good levels of perseverance and were rightly very proud of what they produced. This was shared by their teacher who relished their involvement and enjoyment. Pupils confidently talk to their fellow pupils, for example in assembly.

9. Behaviour round the school and in classrooms is very good overall; views from parents support this finding. The school's use of assertive discipline is having a very positive effect on pupils' behaviour. Whilst there are a few pupils who experience difficulty in managing their behaviour, the majority of pupils try hard to behave as they are expected to. Most pupils respond very promptly to a quick reminder. For those who persist the consistent

use by teachers of the school's strategies to tackle misbehaviour generally have the desired effect. A very small number require a more formal structure and this is supported by daily behaviour log-books. Pupils generally respond well and manage to go on to improve their behaviour. Behaviour in the playground has improved since the previous inspection when it was described as sometimes being too boisterous. During the inspection, playtimes were seen as a time to have a good run around, a game of football or to be with friends. No incidents were seen of over-rough play nor was any bullying observed. The school takes bullying very seriously. Pupils said that they know what they must do if bullied and are happy with the action taken by the school. Parents agree that bullying is dealt with promptly. The exclusions last year related to one pupil, who has subsequently left the school. The school fully involved the governing body in this case and all were concerned about what happened to the pupil.

10. Pupils' personal development is good. They willingly take on responsibility, responding well to the good opportunities to do so. All classes have monitors for looking after the classroom, and older pupils are also school monitors, for example looking after the Key Stage 2 library, delivering the registers and collecting them again from Key Stage 1. In classes, pupils are often encouraged to take the responsibility of organising their own equipment for an activity and tidying away afterwards. This was well demonstrated in a Year 1 art lesson where pupils collected the paper, scissors and glue they needed to do their picture and, when the time came, cleared everything away quickly and remarkably efficiently. Pupils show some initiative. For example, some pupils in a Year 3 literacy lesson sensibly found a dictionary to help them both with ideas and the spellings of words to describe characters. The school's personal, social and health education policy supports well pupils' personal development. For example, in a Year 6 lesson, pupils were encouraged to write something good about their classmates on paper stuck to their backs. These were then discussed and the feelings both about what had been written and whether they were embarrassed by the comments were fully investigated. Parents particularly like the way the school helps their children to become mature and responsible.

11. There are good relationships across the whole school community. Pupils work and play well together and the good relationships between pupils and teachers, in many classes, result in mutual support and shared enjoyment. Pupils listen well to each other, showing respect for the views and values of others.

12. Attendance for last year was about half of one per cent below the national average. This shows a good improvement on the figures in the previous report. Furthermore, figures for last term show that they are continuing to improve and are now close to the national average. The school rightly expresses concern about the number of pupils who are taken out of school for annual holidays and, in particular, about the small number of pupils whose families take them on extended visits to their homelands.

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

13. The overall quality of teaching is good. The quality of teaching is very good in 22 per cent of lessons. This is a significant improvement upon the last inspection when five per cent of lessons were very good. The quality of teaching in 43 per cent of lessons is good and 33 per cent of lessons are satisfactory. A small proportion of lessons, two per cent, are unsatisfactory. In the 2000 inspection, six per cent of lessons were unsatisfactory and the

1997 inspection found 25 per cent of lessons unsatisfactory. The school has been successful in improving the quality of teaching.

14. The teaching of children in the Foundation Stage is good. All lessons are satisfactory or better. This is an improvement since the last inspection. In the nursery, the quality of teaching is good and at times very good. In the reception classes, the quality of teaching is good overall, but there are weaknesses in the teaching of communication, language and literacy. The reception year is not building sufficiently on the rapid development of children's early language skills gained in the nursery. With this exception, the planning of activities matched against children's needs is very good in all nursery and reception classes. Relationships between staff and between staff and children are of a high quality and promote working conditions which help children make overall positive progress. Teachers and learning support assistants work well together and provide good role models to develop children's social skills.

15. Overall, teaching at Key Stage 1 is good,. Occasionally it is very good. At Key Stage 2, teaching is also good with a significant number of lessons being very good. In both key stages, there are a very small number of unsatisfactory lessons. Numeracy and literacy, applied to subjects across the curriculum, is taught to a satisfactory standard. For example, in Key Stage 2 science, pupils learn interesting facts when they use a broad and suitable range of books and information and communication technology sources about adaptation of plants and animals in different parts of the world. In geography they carry out similar research into mountains, but the range of learning resources available makes their work limited.

16. Teachers promote pupils' listening well by choice of suitable questions and changing the pace or style of teaching. For example, in a Year 5 mathematics lesson, the teacher switched between tired and energetic modes of speaking which captured pupils' imagination and they listened closely. There are several examples of teachers making appropriate use of new technical terms or broadening pupils vocabulary with alternative words. This practice is not consistent. For example, the use of terms such as icon, cursor and mouse in information and communication technology are used either frequently or in a limited manner. Written work is provided across the curriculum, but the emphasis on pupils' correctness is not consistent with expectations in literacy sessions. Teaching in mathematics and English lessons is generally good.

17. Planning for teaching in Key Stage 1 and Key Stage 2 is good, although the quality of work in parallel classes is not always consistent. In both key stages, all teachers use learning objectives for each lesson, leading to good and very good teaching where the objectives are precise and guide the content of the lesson. Pupils' work is regularly marked. There are good examples of marking, using clear objectives, which help pupils make progress in a subject. This practice is inconsistent as there are instances of too much of the comment relating to general praise or caution.

18. Where teaching is unsatisfactory, the work set for pupils is either over-demanding and frustrates them as they are unable to complete the work set in the time available, or the activities do not match the learning objectives or the organisation of the class is not suited to the planned activity. This was seen in a Key Stage 2 lesson where pupils were in too large a group to carry out their speaking and listening work and led to inappropriate noise levels. In a

Year 2 class, the work was not matched to pupils prior attainment and explanations of what to do were not given. This led to the teacher and pupils becoming frustrated.

19. All teachers have high expectations of pupils' achievement and behaviour. In all but a very tiny proportion of lessons, pupils respond very well to established routines which promote positive behaviour. Lessons start promptly and teaching time is well used. The introduction to lessons is most often sharp and gets learning underway in an efficient manner. Teachers have an appropriate understanding of the areas they have to teach with a good knowledge in particular subjects, such as art. There are gaps in teachers' knowledge regarding information and communication technology and music at Key Stage 2, but arrangements are in hand to improve this. Teachers know the pupils well and are generally effective at moving their learning forward during the lesson.

20. Throughout the school, teachers and learning support assistants take very good account of the targets for pupils with special educational needs. Targets in individual education plans are clear and achievable. The pupils are grouped according to their prior attainment and particular needs in numeracy and literacy. This ensures that the learning activities are well matched to pupils' abilities. Pupils have very skilled support from experienced and committed teachers and learning support assistants. They are taught as individuals or small groups on a withdrawal basis, as well as receiving additional care and attention whilst working with the mainstream class. A small number of parents, who have received specific training in the teaching of certain elements of pupils' programmes, provide additional valuable support for these pupils. Learning support assistants maintain very good records. There is regular, relevant and high quality sharing of information between all staff, who work together as a team in a commendable way.

21. Pupils with higher prior attainment are suitably provided for, particularly in English and mathematics at the end of each key stage. This is an improvement since the previous inspection when provision for the higher attaining pupils was identified as a key issue. These more-able pupils benefit from challenging work and skilled teaching they receive.

22. The teaching for the small number of pupils who speak English as an additional language is good overall. Pupils for whom English is not their first language learn most effectively when teachers check their understanding of specific subject vocabulary. Pupils who have language needs as well as learning needs receive very good support from the special educational needs co-ordinator.

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

23. There has been satisfactory improvement in curriculum provision since the previous inspection. The school has addressed weaknesses in music and physical education at Key Stage 2. Provision in music is now good although standards at the end of Key Stage 2 remain below national expectations. The timetable for physical education has been adjusted to ensure appropriate curriculum coverage for pupils at Key Stage 2. Teachers now plan for writing opportunities in lessons other than English. Standards of attainment in writing, although improving, are still below national averages. Teachers do not pay sufficient attention to marking mistakes in spelling, grammar and punctuation when pupils write in



other subjects. Curriculum continuity between the nursery classes and reception classes is much improved and curriculum provision is now good. The introduction of the Foundation Stage has contributed significantly to greater consistency and progression in teaching and learning in most of the areas of learning. In reception classes, there are still weaknesses in the teaching of reading and writing and these slow children's rate of progress and attainment. Provision for information and communication technology continues to be unsatisfactory although there has been some improvement in curriculum coverage. Delays in completing the information and communication technology suite and in staff training have impeded progress. There are still weaknesses in using information and communication technology across the curriculum. The school is now successfully meeting the needs of higher-attaining pupils and the additional teaching they receive is contributing well to the standards achieved by more-able pupils.

24. At both key stages statutory requirements for teaching the National Curriculum and the locally Agreed Syllabus for religious education are met. The National Literacy and Numeracy Strategies are now well embedded and teaching quality in these lessons is much improved. There are now subject policies and schemes of work in place for all subjects and a timetable for the review of policies has been developed.

25. All pupils have good access to the curriculum and equal opportunities to learn. The school maintains careful assessment records analysed by appropriate groupings. For example, they have identified pupils with particularly high attainment in English and mathematics when compared with the other pupils in their age group. They have then provided specific classes for these pupils. This response is an improvement since the previous inspection. All pupils have equal opportunities to attend clubs regardless of gender. Good provision is made for the support of pupils for whom English is an additional language.

26. Provision for special educational needs is very good. It is relevant for all pupils with special educational needs and includes them in the full curriculum and the life of the school. The early morning, highly structured, movement programme, known as *Brain Gym*, makes a very valuable contribution to the overall provision for special educational needs. It is greatly enjoyed by those who attend. Pupils receive specific help in literacy and numeracy lessons, and carefully planned programmes support pupils with emotional or behavioural or physical needs very well. Teachers and learning support assistants are involved in the preparation and review of individual educational plans and targets. There are appropriate and challenging extension activities for higher-attaining pupils to ensure that their needs are met successfully.

27. Pupils who speak English as an additional language have full access to the same curriculum as their peers. They participate fully in sports teams and after school clubs. There is no register indicating the exact numbers of pupils who are at an early stage of English acquisition; this would be useful.

28. Most parents agree that the school is providing an acceptable variety of activities outside lessons, though a significant number of parents of younger pupils would like to see increased provision. The range of clubs and opportunities to extend pupils' learning is judged to be adequate. Good links are established with the local high school for Year 5 pupils to attend a wide range of workshops and older pupils continue to have the opportunity to attend a residential visit. The curriculum is further enriched by pupils' visits into the local community and by visiting experts coming into the school.

29. Provision for pupils' personal, social and health education is satisfactory. The revised scheme of work clearly outlines an appropriate progression in learning through the school; it also identifies where personal, social and health education is taught in other subjects. Sex education and drugs awareness are taught as part of the planned science curriculum. The school is involved in a national project, *Nurture Our World*, organised by the catering contractors. Healthy food options are available daily for school lunch. The school intends to further develop pupils' skills of personal and social responsibility through a school council and a peer mentoring system.

30. Links with the local community are satisfactory. There are plans for the flourishing parent-toddler group to open for another session. Parents and carers appreciate this facility as a social occasion for themselves as well as an opportunity for children to gain confidence and familiarity with the school building prior to admission. A local football coach regularly works with children in the Foundation Stage and intends to start an after-school football coaching club. Local shopkeepers support the school with donations for fund raising events. This is the only benefit the school enjoys in its links with local businesses and this is an area for further development. Effective links with secondary schools ensure that pupils are well prepared for transfer. Good links are established with local places of worship which children visit as part of the religious education curriculum. Pupils visit senior citizens in the locality to entertain them at Christmas. Community links with the fire and police services continue to contribute well to the school's educational programme.

31. The overall provision for the pupils' spiritual, moral, social and cultural is good. Sound provision is made for pupils' spiritual development, which represents good improvement since the previous inspection, when provision was considered to be unsatisfactory. Religious education and collective worship contribute effectively to the development of pupils' knowledge and insights into religious values and beliefs. Many opportunities are provided for reflection and prayer in assemblies, allowing pupils to make a personal response and to reflect on their own experience and that of others. The use of a candle or a special cloth in religious education lessons provides a good focal point for such reflections. Displays strongly reflect feelings and beliefs and successfully depict a wide range of World Faiths. As pupils progress through the school they not only learn about their own and others' beliefs, but they develop an understanding of the impact such knowledge has upon their lives. For instance, Year 6 pupils maturely and sensitively discuss how the world evolved, having studied different versions of the creation story from various world religions. Although religious education lessons promote pupils' spiritual development well, opportunities to promote pupils' spiritual awareness are sometimes missed in other lessons.

32. The provision for moral development is very good. Teachers and support staff provide very good role models for pupils. Adults encourage pupils to behave responsibly because they care about pupils and want them to succeed. Pupils from an early age have a clear understanding of what is right and wrong because the school teaches this effectively and all adults expect high standards of behaviour from pupils. Teachers manage pupils' conduct very well. The structure for rewarding good behaviour and effort, through class and house points and weekly celebration assemblies, makes a strong contribution towards promoting good behaviour. Pupils are fully aware of the consequences of failing to keep their class and school rules. Circle time and some religious education lessons provide good opportunities for pupils

to explore moral issues and relationships. The school's supportive approach is very successful in helping pupils to become self-disciplined, with a good sense of right and wrong.

33. The provision for pupils' social development is good. Provision for teaching good social habits begins with the youngest children, who are guided well so that they quickly learn how to follow rules for working and playing together. Pupils are encouraged to work co-operatively and take responsibility for their work and for others. Pupils undertake an increasing range of responsibilities in the classroom and around school, helping them to develop independence and to care for their classrooms and the school environment. Year 6 pupils conscientiously and diligently act as librarians and lunchtime helpers. Sports teams and extra-curricular clubs, such as chess, dance and recorders provide many social opportunities for pupils. A small number of Year 6 pupils attend evening workshops at West Bromwich Albion Football Club. Pupils support charities through fund-raising events and this further develops pupils' social awareness and their knowledge and understanding of the wider community. Older pupils are given the opportunity to take part in residential visits, which enable them to develop independence and good social skills. Pupils have been involved in proposing developments for the playground. There are plans to start a school council, which would further develop pupils' citizenship skills.

34. Provision for pupils' cultural development is good. Pupils are provided with a wide range of opportunities to appreciate their own cultural traditions. For instance, the Christmas production *Snow White And The Seven Little' Uns* spoken in Black Country dialect was appreciated and enjoyed by staff, pupils and parents. Pupils gain a good depth of knowledge about other beliefs in their study of world faiths. Art, music and literature are used very effectively, developing curiosity, knowledge and aesthetic awareness. Displays highlight the richness and diversity of cultures, for instance the stunning North American Indian displays in Year 3. The curriculum is enhanced by visits to museums, places of worship as well as other places of educational interest. Good use is made of staff and pupils to celebrate cultural diversity. For instance, one of the teacher's brothers enthralled the pupils with his teaching of aspects of the Sikh religion.

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

35. The school has satisfactory policies and a wide range of procedures to assess pupils' attainment and progress. The deputy headteacher is special educational needs co-ordinator and maintains a clear overview of the assessment procedures in the school and works closely with the assessment co-ordinator. They have worked hard over recent times to raise the profile of assessment in the school and the collection of data. The school now has available a considerable amount of assessment data. The information gained has been used satisfactorily to identify areas for development in curricular planning. For example, pupils skills in using and applying mathematics have been raised by identifying more opportunities in lessons to carry out investigations. This is raising pupils confidence and understanding of mathematical procedures and strategies. In a similar way, investigative skills in science have been improved for the older pupils. This use of assessment to develop curricular planning is an improvement since the previous inspection. Records of pupils' attainment, that had only started to be used at the time of the previous inspection are now used to set pupils by ability in mathematics and English. This has helped older pupils to achieve at a more rapid rate. The records have also been used to identify those pupils who demonstrate higher attainment than other pupils in their age group. These pupils are now taught twice a week in a high-attainers set for English and mathematics with a good improvement in achievement for these pupils. Assessment results are used well to identify pupils who need extra support. The school monitors attainment by different groups appropriately and has successfully addressed the differences in attainment between girls and boys. These have been successful uses of the assessment procedures and the school is to be commended on these initiatives.

36. The school does not currently identify precisely what pupils should improve in their learning to enable them to rise to the national average levels of attainment in English and mathematics. The data and information exists in the school assessment procedures for this precision of analysis, but it has not been used sufficiently well to identify the next steps in the learning of individual pupils and to set targets for pupil's improvement. The school however is well placed to refine its assessment procedures and link the various elements of good practice in marking and precise target setting that already exist in the school to raise standards further.

37. Teachers clearly identify learning objectives for the lesson and where appropriate pupils record these in their books when they start a new piece of work. This is good practice and enables the pupils to understand what it is that they should be learning. A few teachers successfully mark the pupils' work against these learning objectives making a clear statement of how well the pupil has achieved against these objectives. This is good practice and helps pupils make progress during a series of lessons on a topic of work.

38. Much of the current formal assessment comes at the end of a topic of work when it becomes a little late to make adjustments to the curriculum. The current planning for mathematics is a good example where pupils' progress is reviewed, after three sessions of carefully planned work, leaving the final sessions of the week open to revised plans in the light of assessment outcomes. Pupils also have personal targets to achieve although they are less frequently referred to by teachers in their marking, are inconsistent in their quality and do not always refer to ways in which a pupil may improve their work.

39. Teachers and learning support staff know pupils who have special educational needs very well. Assessments of pupils with special needs, or of higher prior attainment, are carried out meticulously and staff are aware of pupils' targets and programmes. The support for pupils with any additional need is very good. Relationships between these pupils and staff are very good so that learning takes place in a purposeful and motivating atmosphere. The school works and liaises well with external agencies. The school fully complies with the existing Code of Practice and has already introduced structures to put into place the requirements of the new Code of Practice.

40. The school has successfully built on the satisfactory standards of pastoral care at the time of the previous inspection. The staff work hard to create a supportive environment and, in regard to personal development, they enjoy good levels of success. Pupils feel secure in school and this is shown by the good relationships they have with the staff and the positive attitudes they have to their learning. Parents feel that staff deal with pupils sensitively and this was borne out in the main by inspection findings.

41. The school has very good policies and procedures to ensure pupils' health, safety and welfare. All equipment and appliances are checked at the appropriate time and fire drills are carried out regularly. First aid action is now correctly recorded. Child protection procedures are particularly good and include the training of staff. The school is very vigilant and diligent in both this area and also in its dealings with Social Services in respect of pupils looked after in the community. The school is part of an initiative to promote healthy eating; a good number of pupils benefit from this provision.

42. There are very good procedures and a clear policy to promote good behaviour, based on the need to foster self-discipline. Parents feel there is a good set of school rules that have been agreed and the rules are well displayed. The rules are very simple and the sanctions clear. The school enjoys a good level of success in promoting very good behaviour because the rewards and sanctions are used consistently. Behaviour is monitored well and any problems are tackled through using behaviour log-books and involving parents where this is appropriate. The same positive position applies to bullying and any form of harassment. Parents particularly stressed that bullying is dealt with quickly. Pupils actively learn about the beliefs and values of others and the difference between right and wrong in discussions during circle time, assemblies and religious education.

43. Pupils' personal development is well promoted throughout the school. Annual reports to parents show that teachers know their pupils well including their strengths and weaknesses in personal development. There are good opportunities for pupils to take responsibility in class and around the school. The school is considering introducing a 'buddy' system for playtimes that will further promote good relationships and a better understanding of how others feel. Older pupils particularly are encouraged to become involved in extra-curricular activities. Parents commented positively about the school's encouragement of pupils to mix with others. The recently introduced 'breakfast club' is enjoyed by several pupils and is a pleasant social occasion with several parents taking breakfast with their children.

44. The monitoring and promoting of attendance has improved considerably since the previous report. This is through school initiatives that are very well supported by the educational welfare officer. Registers are all correctly marked. Parents are asked to telephone the school if their child is away; failing this the school will contact them. This means that

parents know the school is being vigilant and they are more likely to think before keeping their child at home, because they know they must have an acceptable reason. Parents are kept informed about attendance through the regular newsletters; the best class attendance is displayed each week in the entrance hall. Parents are reminded of the dates for National Curriculum tests and tasks in Year 2 and Year 6 and asked not to take their children away either during those dates or in the lead up to them. The deputy headteacher has weekly meetings with the educational welfare officer and together they are tackling the problems with poor attenders. Good progress is being made because the educational welfare officer is prepared to use the full range of actions available to her, including taking parents to court. All these initiatives have had a good effect on attendance levels. The school's figures for last term show that attendance was only just below the national average for the previous year; much of this was due to parents taking their children on holiday.

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

45. The school's partnership with its parents has improved since the previous report and is now good overall. Although there are still some concerns amongst parents, all aspects that previously gave rise to concern have been appropriately dealt with and no longer cause concern. There are still a significant number of parents who are not happy with the information they receive, particularly on how their children are doing and the range of activities outside the classroom. The provision of extra-curricular activities for Key Stage 2 children is found to be good overall. It is quite normal for after-school activities not to be provided for pupils in Key Stage 1. One of the main concerns previously was the way in which the school was led and managed; nearly all parents now agree that this is good. This is a large improvement and fully supported by the findings of the inspection team.

46. The information that parents receive in annual reports on their children is good overall, although the overall quality of reports can be variable. Parents still do not receive sufficient information as to how their children are doing in comparison to national standards, nor do they receive the results of optional tests undertaken. However, many of the criticisms raised in the previous report have been attended to. Targets are now set. The details contained in the reports for English and mathematics about what skills the pupils have learnt, what they are confident to use and what they understand, are good. Other subjects do not yet give this level of detail, but now cover more than just pupils' efforts and attitudes. Other information in reports shows the school tries to involve the pupils and parents in the process. Parents are asked to comment on the report and to discuss it with their children, completing a short questionnaire with them on what they think. Parents can gain more information at meetings arranged termly where they can discuss their children's work with their teachers. Pupils are now encouraged to come with their parents to these meetings; this is a good initiative. These meetings are well attended. Regular meetings are also held to keep parents up to date on recent educational initiatives. Other information sent to parents is also of good quality, including what pupils are learning each term. Parents of pupils with special educational needs are kept fully involved and are able to discuss their children's targets and reviews with the school. They value and appreciate this.

47. The school has an open door policy and this is fostered daily with the headteacher being available on the playground every morning and afternoon when parents deliver and collect their children. He is always willing to tackle any concern brought to his attention as

well as just having a chat. Class teachers are also easily accessible for conversations and parents appreciate this. These opportunities, together with constant reminders in newsletters that teachers are willing to talk to parents about their children at mutually convenient times, ensure that parents have good opportunities to tackle problems quickly.

48. Parents generally are supportive of pupils' efforts and support them with their homework, particularly hearing them read on a regular basis. The parents' and friends' association has been revitalised with the arrival of the present headteacher and is currently working hard to raise funds for an adventure playground and having fun in the process. A number of parents come into school to help, an initiative promoted very well initially in the nursery. Parent helpers are well supported by the special educational needs co-ordinator who has shown them how to teach to specific learning objectives and how they should help those pupils they hear read. Many parents have expressed an interest in setting up an 'After School' club. This venture is being explored rigorously by a past parent-governor and a small committee, with support from the school.

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

49. Taken together, the leadership and management of the school provided by the headteacher, governing body and staff with management responsibilities are good. This is a very good improvement since the last inspection when this aspect had serious weaknesses.

50. The present headteacher has been in post for four terms, following his appointment from September 2000. Under his purposeful, sensitive and realistic management, the staff, governing body and parents share common high ideals for the benefit of the pupils. The headteacher and deputy headteacher provide very good leadership, both as individuals and as a team. Both are seen regularly teaching and on duty around the school and playgrounds where they are approachable by staff, pupils and parents. Their weekly monitoring of teaching plans, to a clear set of criteria, has a positive effect on the quality of teaching. The senior management team is effective in its work to filter information and present issues to the whole staff or individuals as appropriate. There are purposeful, weekly meetings of the senior management team with other individuals involved as needed.

51. Those members of staff with responsibility for subjects or other broad issues know what is expected of them and have a positive effect on their spheres of influence. This effect is particularly good in special educational needs and design and technology. The co-ordinators have clear ideas for improvements within their responsibilities and know how this fits in with the development of the whole school. The relatively recent appointment of teacher mentors is having a positive effect on the quality of teaching. The two mentors work closely with individual staff to a mutually agreed agenda. In addition to this mentor-teacher classroom based interaction, the headteacher and deputy headteacher together with co-ordinators for several subjects, monitor teaching and learning in the classroom. These strategies are accepted in a professional manner by all staff and the outcomes are having a positive effect on standards. The cycle for subject monitoring is well planned over a three-year period and fits the overview of the school improvement plan.

52. The school improvement plan is well thought out and contains sufficient detail to make it a useful working document to improve and maintain provision. The plan is used by staff and governors to check on the implementation of projects and the allocation of funds. A

good feature of management is that the school considers the effectiveness of actions and modifies procedures to make them more rigorous. One example of this is the work of the teacher mentors, where targets for improvement in teaching are now agreed at the start of a period of development where this was not previously the case.

53. The governing body fulfils its statutory duties well and has good relations with the headteacher and staff in general. There is a full complement of governors thanks to the effective recruiting done by the school. Under the astute and dedicated leadership of the chair of governors, the governing body is organised into effective sub-committees. Meetings are purposeful. The governing body's knowledge of the areas of strengths and weakness in the school has continued to improve since the last inspection and is now good. This aspect is enhanced by the involvement of individual governors in particular aspects of the work of the school. For example, the special needs governor is fully involved in the life of the school and special needs matters are discussed thoroughly at governing body meetings. Governors and other volunteers have contributed practically to improving the appearance of the accommodation.

54. The financial management of the school is good. Budgets are prepared thoughtfully with appreciated assistance from the local education authority. Particular grants, such as for special educational needs, are appropriately and effectively spent. The school fund is audited annually. There has been no general audit since 1998; the last inspection reported that all issues raised had been put right. The school pays appropriate attention to the principles of best value.

55. The school has good arrangements to check and improve the professional effectiveness of teachers through its performance management programme. Targets have been set for teachers and are reviewed termly. Learning support assistants are also involved in this process on a voluntary basis and have annual discussions with either the headteacher or the deputy headteacher.

56. There is an adequate number of suitably qualified staff with a range of experience and length of service; they are deployed appropriately. The expertise displayed by staff is used to good effect. There has been little change in staffing over the last few years, but the school reports it is increasingly difficult to recruit teachers for permanent and temporary posts. There is a good number of learning support staff who provide effective support for pupils' learning, including those with special educational needs. The school is well supported at lunchtime by the mid-day staff. The caretaker and cleaning staff maintain the buildings and grounds to a high standard. Administrative staff ensure that the school runs smoothly by providing calm, courteous and efficient support.

57. The school is built on a sloping site. This leads to the necessity for many flights of steps around the building. In addition, the older pupils are taught in a two storey building. There are ramps to all external doors. Whilst the school is happy to accommodate any pupil with a mobility disability by, for example, changing year groups round to accommodate teaching for that pupil on the ground floor, movement around the building would necessitate the pupil frequently having to go outside. This would be unsatisfactory.

58. The school accommodation is suitable in size for the number of pupils on roll and for the delivery of the curriculum taught. It allows for several specialist areas, such as a hall and



library provision for each key stage. In addition, there is a dining hall that is also used for the breakfast club. Good use is made of the areas that link the pairs of year classes, especially in Key Stage 2. There is plenty of space for displays, some of which are of good quality, reflecting well the current work being undertaken in lessons. There is now a good secure area outside for the use of the Foundation Stage pupils. The school is fortunate in having extensive grounds. Plans are in hand to provide an adventure trail and an environmental area is being enhanced by the addition of a pond. The level of resources is satisfactory overall; this is an improvement on the previous report. In most subjects, there are sufficient resources to cover the needs of the curriculum; resources in religious education are good. However, the reading corners in Key Stage 1 are sparsely resourced and there are insufficient books in geography to support the topics being taught. The amount and organisation of learning resources for information and communication technology within school for the use of the pupils are currently unsatisfactory.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The school should:

- Raise standards in English and mathematics at Key Stage 1 and Key Stage 2 by ensuring that the teaching and learning strategies which are being used with success are provided for all pupils.

(See paragraphs: 25,35-38, 58, 88-104 and 105-114)

- Raise standards in the subject of information and communication technology at Key Stage 2 and its application across the curriculum by:
  - making sure that where there is an identified need for staff training it is provided;
  - giving the subject appropriate timetable allocation;
  - providing and organising sufficient learning resources to teach the planned curriculum as a subject and also its application to other subjects.

(See paragraphs: 23, 58, 148-157)

- Raise standards in the early learning goal of communication, language and literacy in the reception classes by extending the nursery provision for this goal to the reception classes.

(See paragraphs: 14, 23, 59, 69-72)

- Make use of the assessment data collected and current good practice in assessment procedures to match learning activities to the needs of particular groups and individual pupils so that standards are raised.

(See paragraphs: 35-44)

### Minor Issues

In addition to the above key issues, the school should note other shortcomings stated in the report and act upon them, in particular:

- Raise standards in music at Key Stage 2 by consolidating the positive developments in the provision for the subject.

(See paragraphs: 158-164)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	45

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	19	38	29	2	0	0
Percentage	0	22	43	33	2	0	0

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

### *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)	30	442
Number of full-time pupils eligible for free school meals	-	85

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	9	131

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	17

<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	15
Pupils who left the school other than at the usual time of leaving	20

### *Attendance*

#### **Authorised absence**

	%
School data	6.5
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	29	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	27
	Girls	22	23	27
	Total	43	43	54
Percentage of pupils at NC level 2 or above	School	73(78)	73(63)	92(81)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	25	19
	Girls	24	26	23
	Total	44	51	42
Percentage of pupils at NC level 2 or above	School	75(65)	86(76)	71(67)
	National	85(84)	89(88)	89(88)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	23	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	29
	Girls	17	14	20
	Total	37	34	49
Percentage of pupils at NC level 4 or above	School	68(53)	61(52)	88(63)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	21	23
	Girls	18	18	19
	Total	42	39	42
Percentage of pupils at NC level 4 or above	School	76(36)	72(42)	76(41)
	National	72(70)	74(72)	82(79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	0
Black – other	5
Indian	13
Pakistani	4
Bangladeshi	0
Chinese	0
White	402
Any other minority ethnic group	12

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	16.5
Number of pupils per qualified teacher	26.8
Average class size	31.6

#### **Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	288

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	64

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

### ***Financial information***

Financial year	2000/01
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	£
Total income	855,977
Total expenditure	843,836
Expenditure per pupil	1,875
Balance brought forward from previous year	22,342
Balance carried forward to next year	34,483

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	470
Number of questionnaires returned	262

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	4		
My child is making good progress in school.	42	50	5	2	1
Behaviour in the school is good.	44	51	3		2
My child gets the right amount of work to do at home.	28	55	15	1	1
The teaching is good.	41	53	2	1	3
I am kept well informed about how my child is getting on.	35	40	19	4	2
I would feel comfortable about approaching the school with questions or a problem.	61	35	3		
The school expects my child to work hard and achieve his or her best.	54	43	2		1
The school works closely with parents.	34	49	12	2	3
The school is well led and managed.	44	52	2	1	1
The school is helping my child become mature and responsible.	39	57	2	1	1
The school provides an interesting range of activities outside lessons.	27	44	16	5	8



## **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**

59. Provision in the Foundation Stage is good overall, but there are continued weaknesses in communication, language and literacy in reception classes, which were identified in the previous inspection. The nursery provides a very good start for children's care and education. The school's assessments indicate that on entry to the nursery children's attainment is below the standards expected of children of this age. Children make good progress, so that by the time they enter reception classes standards in early literacy and numeracy skills, as measured by the school's baseline assessment, are broadly average. However, there is a significant group whose attainment is below that expected of children of this age. In most areas of learning, children make satisfactory and often good progress through reception and most are likely to achieve the required early learning goals by the end of the reception year. Progress through the reception classes slows in communication, language and literacy, and school assessments indicate that, in previous years, children did not reach the expected levels in this area of learning. There has been significant improvement in the continuity of curriculum between the nursery and reception classes, which was an area of weakness identified in the previous inspection. The introduction of the Foundation Stage curriculum guidance has contributed significantly to greater consistency and progression in teaching and learning in most areas of the curriculum.

60. The introduction of the High Scope approach to learning has provided a useful structure to ensure that there is an appropriate balance of learning activities which are led by staff and opportunities for children to plan their own work. This system of organisation works very well in the nursery and, for the most part, in reception classes. Sometimes there is insufficient intervention by reception staff in the activities which children choose and consequently some children do not make appropriate progress in their learning. The organisation of reception children by ability for literacy and numeracy is not in the best interests of younger or less-able children who would benefit from the stimulus of working with their peers. This pattern of organisation also creates unnecessary movement, slippage of time and some discontinuities in children's learning. Grouping children appropriately within their own classes will help teachers to plan work which is suitably matched to the learning needs of different groups of children.

61. Learning support assistants are very well deployed and make a very significant contribution to children's progress in learning. They are fully involved in planning the curriculum and in leading teaching. Curriculum planning is good throughout the Foundation Stage. Learning objectives are clearly identified and are based on the nationally required stepping stones and early learning goals. The team ethos in the Foundation Stage is excellent and this is the direct result of very good leadership by the early years co-ordinator.

62. Staff monitor children's progress carefully. Systems of assessment are very well developed and staff use the information to plan appropriate work for individuals and groups of children. In reception classes, assessment information is not sufficiently well used in communication, language and literacy to ensure that children are taught the skills they need to make good progress in reading and writing.

63. Very good relationships are established with parents. Prior to entry, the school makes home visits and parents and carers are invited to visit the nursery before children start. Parents are encouraged to stay with their children until they are settled. Parents and other members of the community regularly come in to help and their support is much valued by staff. Staff meet with parents to explain how the curriculum is organised and what their children will learn. The on-site parent-toddler group provides new parents with a useful first link with the school. Staff encourage parents to become involved in their children's learning through homework projects linked to class topics, for example in reception classes home-made musical instruments are used effectively in music lessons.

64. Individual needs of children are very well met, including those for children who have special educational needs and for those who use English as an additional language. They are included in all activities and are sensitively supported by all staff.

65. The Foundation Stage environment is highly organised and children move freely between rooms during planning time, when they choose activities. Resources are effectively organised and clearly labelled so that children access and clear away materials and equipment independently. The range and quality of resources are generally good and staff have identified the need for more multicultural resources, such as dressing-up clothes and domestic play equipment.

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

66. Good standards of attainment are achieved and good progress is made by children in personal, social and emotional development in both nursery and reception classes and most are likely to achieve the early learning goals by the end of the reception classes. Children in the nursery develop good skills of independence and personal responsibility. They are familiar with established routines and most are happy to separate from their parents or carers. They move confidently around the room and the outdoor play area. Most concentrate well when working with adults in small groups and show good levels of independence when choosing their own activities. They put on their own coats and request help with zips. They fetch their own drinks and snacks and they clear away their own rubbish. Children are becoming aware of each others' feelings and needs. For example, two children helped to fasten shoe buckles for another child; when sitting all together in a group, they make space for each other to fit in. They enjoy talking about home and their life outside school. They play together co-operatively and share equipment amicably.

67. This good progress is sustained in reception classes. Children grow in confidence and in their ability to make decisions and plan their own activities. Most move confidently around their learning areas and are keen to try out new activities. They relate well to one another and to adults and are fully aware of behavioural expectations. They sustain good concentration on activities in which they are interested. Children listen attentively to one another during news and recall time. They are beginning to develop an awareness of difference, for example they recognise that wheelchairs and mothers with pushchairs cannot get around the foundation stage unit because of the lack of ramps.

68. Teaching of personal social and emotional development is good. Staff are very caring and aware of children's physical and emotional well-being. They are consistent in their

expectations and children respond positively to expected behaviour codes. Staff plan very good opportunities for children to explore, investigate and to work collaboratively in groups. Staff very effectively promote children's skills of independence and personal responsibility.

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

69. Children in the nursery achieve satisfactory standards and make good progress in communication language and literacy. They develop appropriate speaking and listening skills and early skills in reading and writing. They join in with rhymes and songs confidently. During greeting time, children eagerly contribute their news. Older nursery children confidently dictate what they want the adult to write down. This daily routine is clearly promoting children's understanding of writing as a means of communication. Children are beginning to hear the initial sounds in their names and staff use this well when calling children to their group-work. Children are encouraged to write and their mark-making is valued by staff and their work is displayed. More able children recognise their names and make attempts to write their own names. Children are developing positive attitudes to reading and writing.

70. Standards achieved by reception children in communication, language and literacy are overall unsatisfactory. Good opportunities are provided for speaking and listening in reception classes and children are developing good listening skills and satisfactory speaking skills. Children confidently ask each other simple, relevant questions about each other's activities. During recall time, staff sometimes miss opportunities to extend children's vocabulary and to encourage children to answer at greater length. Staff effectively promote children's confidence as writers and provide many interesting and purposeful activities for writing. Children confidently use their knowledge of letters and sounds to write and this is an improvement since the previous inspection, when children were reluctant to write. Standards in writing remain unsatisfactory because staff do not sufficiently intervene to encourage children to use their knowledge of sounds to improve the accuracy of their spelling and writing. Teaching lacks a systematic approach to developing children's learning to read by recognising the sounds in words. Handwriting skills are not well developed; many children write their names independently but form letters incorrectly and this is an area for further development.

71. Standards in reading are improving. The new reading scheme is supporting development in reading standards, which were unsatisfactory in the last inspection. Most children change their reading books regularly and good records are maintained of children's progress. More-able and average ability children read simple texts independently with a reasonable degree of fluency and accuracy. Staff provide many opportunities for children to read and classroom environments appropriately support children's reading development. Most children are learning letter sounds and names but are not effectively taught to use them and therefore have weak strategies for working out unknown vocabulary; this is impeding their reading progress. Whilst many children identify rhyming sounds, most do not relate this to written letter patterns.

72. Teaching of communication, language and literacy is good in the nursery. There are weaknesses in teaching methods in reception classes related to the development of children's skills in recognising the sounds in words.

## **Mathematical development**

73. Standards of attainment and achievement in mathematical development are satisfactory in the nursery and in the reception classes. Nursery staff plan daily opportunities for counting; for example counting the children in the group and encouraging children to point to one another as they count in order to establish one-to-one correspondence. Staff effectively use a wide range of activities to develop children's understanding of number. For example, when they make collage pictures, children count pieces of fabric which are the same, and when they make necklaces they count the pasta shapes and staff draw attention to similarities and differences in shape. When children are building with bricks, staff encourage them to use comparative mathematical language such as taller, longer, bigger.

74. In reception classes, children confidently count up to ten and many count beyond. Many recognise numerals to ten and select the correct numeral to represent up to ten objects. They enjoy solving number problems mentally and more-able children do this confidently, adding two numbers together. Most are beginning to relate addition to combining two groups of objects and understand the term 'all together'. More-able children can record sets of up to ten and write numerals to ten but do not always form them correctly.

75. Teaching in mathematical understanding is good in the Foundation Stage and most children are likely to achieve the expected standard by the end of the reception year. Staff use incidental opportunities well to consolidate children's knowledge and understanding of shape, pattern and measures. They plan activities which are practical and motivating and actively engage children. The computer is used effectively to support children's understanding of number order to ten.

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

76. Standards of attainment in knowledge and understanding of the world are satisfactory and achievement is good in both the nursery and reception classes. Each day, nursery children use appropriate vocabulary to describe different weather patterns which staff record as 'weather news'. Children explore objects and materials, indoors and outdoors. They dig in the outdoor garden and plant bulbs. They play in water and sand using a wide range of equipment. Role-play in the shop and home area promotes children's understanding of themselves and of others in their local community. They know the difference between hard and soft materials and most use the correct vocabulary to describe them.

77. In reception classes, children are developing a wider understanding of the world. As part of the topic on journeys, children investigate maps and globes and then draw maps of their immediate environment, maps of imaginary journeys and of routes taken by characters in traditional stories such as *Little Red Riding Hood*. They make passports and pretend to visit other countries on their 'magic carpet'. Children confidently talk about the changes in their bodies and the skills they learn as they grow older. They understand that babies have particular needs and are very dependent on adults.

78. Children predict which objects will float and sink and understand that a sponge will eventually submerge when waterlogged. When making bags, they learn different ways of fastening materials using staplers, a hole-punch, ribbon and string. As a homework project, they make different types of transport from found materials. Children confidently use the

arrow keys on the computer to control the movements of a *Lego* character on the screen, but this activity tends to be dominated by groups of boys during the time children choose their own activities.

79. Teaching of knowledge and understanding of the world is good. In the Foundation Stage, staff plan topics which stimulate and interest children. Learning experiences build on children's personal experiences. Activities are practical and purposeful and staff make good use of children's experiences to encourage discussion and to extend their knowledge and understanding of the world.

### **Physical development**

80. Children's attainment and achievement in physical development is good in both the nursery and the reception classes. Nursery children develop good fine-motor skills through an extensive range of activities such as threading with different materials, cutting, sticking and gluing. They manipulate playdough and create patterns with pasta. Children respond well to rhythm and song and join in with songs at transition times, clapping and singing enthusiastically. They follow instructions well and enjoy movement and dance. When outdoors, they stop on instruction; they pedal on tricycles and use space well, avoiding obstacles. They move confidently through, under and over equipment in the outdoor area.

81. In reception classes, children are developing good control over body movement. They run, jump, skip and move in different directions with increasing control. They very much enjoy their football-coaching sessions with the volunteer football coach and are developing good skills of kicking, dribbling and aiming balls. They understand the need for warm-up activities and more-able children know why they need to cool down at the end of an active session. Children clap and stamp feet in time to music; they follow a path and copy actions. Teaching of physical development is good; staff make very good use of the outdoor space to encourage children to develop skills by planning activities which develop both fine- and gross-motor skills.

### **Creative development**

82. Children's attainment and achievement in creative development is good in the nursery and in reception classes. Nursery children join in with familiar songs and rhymes and enjoy playing percussion instruments to accompany recorded music. They respond energetically and enthusiastically in music and movement sessions and follow instructions well. They are beginning to collaborate in imaginative role-play and, supported by an adult, organise a birthday party, prepare pretend-food, dress up in special clothes and dance to party music. They confidently explore materials and create pictures from different materials, talking about the textures and colours. In the reception classes, children's skills become more refined. They mix colours to create skin tones for portraits, show good creativity when making peg dolls and are developing good manual dexterity, punching holes in card and lacing the card to make identity badges. They use their home-made musical instruments to accompany singing and they show a good understanding of dynamics. The teaching of creative development is good in the Foundation Stage. Staff provide a wide range of stimulating and varied activities which effectively promote children's creativity.

83. Nursery and reception classes now work very well together. The early years co-ordinator has begun to develop effective systems for evaluating the work of staff in the Foundation Stage and intends to build on this to further improve consistency in the quality of teaching and learning. Children in reception classes now experience a curriculum which is appropriate to the developmental needs of children in the Foundation Stage and which clearly reflects the nationally required stepping stones and early learning goals.

## **ENGLISH**

84. Standards in English at the end of Year 2 and Year 6 have improved marginally since the last inspection when they were judged to be well below average. The results of the 2001 national tests indicate that standards in reading and writing at the age of seven were well below the national average. Standards in reading and writing are also well below average when compared to pupils in similar schools. Teacher assessments match the national tests and show that pupils achieved below average standards in speaking and listening. Over the last three years, attainment in reading and writing has been well below the national average for both boys and girls. Girls attain slightly better results than boys do and high-attaining pupils reach expected levels in reading and writing. When analysing these results, it is important to remember that Year 2 pupils taking the tests in 2001 achieved low scores for reading and writing in assessments taken on entry to the school.

85. Inspection evidence indicates that the current Year 2 pupils attain standards in speaking and listening and writing, which are below those of pupils of a similar age. Reading standards are well below average apart from the small number of higher-attaining pupils who achieve the expected levels. Progress varies between year groups and classes, but overall pupils make satisfactory progress in speaking, listening and writing and unsatisfactory progress in reading. Pupils who speak English as an additional language make similar progress to other pupils. The school is very aware of the variation in reading standards and is beginning to put much needed incentives in place to try to improve results.

86. Pupils with special educational needs make good progress in literacy, in relation to targets in their individual education plans, as they receive very good additional support and specially adapted work which meets their needs.

87. Standards achieved in the 2001 national tests are below average at the end of Year 6. There has been a dramatic rise in writing standards since 1998, when standards were very low. Test results have risen over the past four years at a similar rate to the national trend and the school met its target for 2001 with more pupils than previously achieving higher levels. Standards in spelling are weak in both the infants and the juniors. Inspection findings reflect the 2001 test results and consider that the current Year 6 attain below average standards in English.

88. By the ages of seven and eleven, pupils' attainment in speaking and listening is below average but, although progress varies, pupils achievement is satisfactory overall. In the Year 1 classes, pupils make appropriate progress in developing and extending their speaking and listening skills. In a discussion about 'special clothes' during a religious education lesson, the teacher skilfully encouraged reluctant pupils to communicate. Higher-attaining pupils give detailed accounts of their experiences, speaking in complete sentences to their friends.

89. Pupils' confidence in speaking in front of the whole class is consolidated and developed further in a few classes where there are opportunities to give oral explanations of their learning in subjects, such as science. Year 6 pupils pay close attention to what the teacher is saying and reply to questions with thoughtful and detailed comment. These older pupils are encouraged to debate and discuss their learning. For instance, Year 6 pupils stated that they enjoyed debating the pros and cons of using drugs.

90. However, in many classes, teachers do not target questions to pupils of varying ability to check their comprehension. Drama is not used sufficiently to encourage speaking skills. A few teachers use a rich and wide vocabulary to promote the pupils' interest in new words and also insist that pupils answer questions in full sentences. However, in many instances, teachers accept single word responses to questions and pupils' speaking skills are not extended. Teachers do not always check that pupils have understood specific vocabulary in lessons, and this lack of understanding results in confusion for a few pupils.

91. Pupils' attainment in reading by the age of seven is well below the national average and pupils make unsatisfactory progress. Higher-attaining pupils achieve satisfactorily and read at the expected level. They understand the difference between fiction and non-fiction books and know and use terms such as author, blurb, illustrator and contents correctly. The home-school partnership is a successful feature, although reading records do not clearly indicate what parents need to focus on when listening to their children reading. Strengths and weaknesses in pupils' reading are not shared. A focus on the teaching of the letter sounds raises attainment and accelerates progress for all pupils, including those with special educational needs. However, many average and lower-attaining pupils were not able to put sounds together to make words. Although pupils knew many of the letter sounds, they confused these with letter names and this impeded their progress. By the time that they are seven, the higher-attaining pupils read with accuracy and fluency, and can competently discuss the characters in a familiar story. This represents good improvement since the previous inspection and is because these higher-attaining pupils receive very good additional support with reading and writing from the deputy headteacher. Pupils are introduced to an appropriate range of authors and stories. Consequently higher-attaining pupils show a good understanding of a range of texts and can refer to passages in books to support ideas.

92. Book corners in some Key Stage 1 classes are very unattractive and unappealing to young readers. Many younger pupils are not heard reading regularly at home and it is imperative that the school makes reading interesting, exciting and enjoyable for all pupils.

93. Pupils make varied rates of progress in reading in the Key Stage 2. Pupils with special educational needs and higher-attaining pupils make good progress because of very good support provided by the special needs co-ordinator.

94. There are many lower-attaining pupils who are not confident or fluent readers and this causes difficulties when learning in other subjects is dependent on reading.

95. Guided reading is being taught as part of the literacy hour and some teachers use 'quiet reading time' as an opportunity to teach reading skills to various groups. These recent incentives have yet to have an impact on reading standards.

96. There have been many improvements to the junior library, which is now managed very effectively by a Year 6 pupil's grandmother, who is a retired librarian. There is still a need for additional fiction and non-fiction texts to improve the library stock and for junior book corners to be more appealing. Junior pupils use the library to select fiction books but there appears to be limited research using non-fiction books. The library is small and really only large enough for group work.

97. Year 2 and Year 6 pupils' attainment in writing is below the national average. The school is working very hard to raise pupils' achievement in writing. For instance, the majority of pupils have individual literacy targets to attempt to raise attainment and accelerate progress. These targets vary in their usefulness. The most effective are those given to the higher-attaining pupils in Year 2 and Year 6 as these are clearly linked to National Curriculum levels. Handwriting and spelling are taught regularly in most classes, but many average and lower-attaining pupils experience considerable difficulty in combining neat handwriting, correct spelling and interesting content in a piece of writing.

98. Written tasks are not always matched to pupils' different levels of ability, and in many cases, all pupils receive the same tasks. Worksheets that require one word answers limits progress for all pupils. Some pupils' presentation of written work is unsatisfactory.

99. Pupils in the Year 1 classes are encouraged to write independently and to use their knowledge of recognising sounds in words when they write. Lessons and work sampling show that the higher-attaining pupils write clear and logical sentences using capital letters and full stops. Pupils in Year 2 produce a suitable, though not extensive, range of work, which includes fiction and poetry.

100. Work sampling indicates a considerable difference in teachers' expectations in both the infants and the juniors. Spelling, punctuation and the correct use of grammar remain weaknesses. Pupils do not have a clear understanding of basic spelling rules and lack strategies to tackle new words. Teachers do not provide sufficient prompts such as target vocabulary to assist pupils' writing in all subjects. Teachers have worked hard to improve handwriting and presentation but standards are inconsistent between different year groups and between parallel classes.

101. Pupils are not given sufficient opportunities to word-process their English work. Computers were not used at all in literacy lessons during the inspection.

102. The quality of teaching is good overall. It ranges from unsatisfactory to very good. Teachers have a sound understanding of how to teach reading and writing. Teachers make sure pupils know what they are expected to learn and how this links to what they have covered previously. Many, but not all, teachers make good use of question and answer sessions to develop pupils' speaking and listening skills. Expectations of what pupils can do varies from low to high and work is not always planned for different needs. Most teachers maintain a brisk lesson pace and keep pupils busy. This is particularly evident in the literacy hour lessons where pupils waste no time in settling to group activities after sharing a class discussion. The curriculum is broad and balanced and meets the requirements of the National Curriculum and the National Literacy Strategy. Assessment of reading and writing is thorough and regular, although results from assessments are not used to target groups of pupils to raise attainment. The school is aware of the importance of practising reading and



writing in other subjects. For instance, Year 6 pupils used their literacy skills very effectively to describe their reaction to the tragic events of 11<sup>th</sup> September 2001. There is scope for this good practice to be developed by all teachers in all subjects.

103. All staff and in particular the English team are committed to raising standards of attainment in English. The appointment of a teaching mentor for literacy is an excellent incentive, as is the focused monitoring of teaching and learning. These improvements are already providing invaluable in highlighting where the inconsistencies are in teaching and learning. All teachers are working very hard to improve their practice and to raise their expectations. It is to be hoped that the 2002 national tests are an improvement on previous years' results and reflect the hard work of all concerned.

104. Resources are generally satisfactory but are lacking for reading. The two libraries are small and were not used for research during the inspection. Some of the books in the junior library and in book corners are old and unappealing and require replacing. There is a need to improve the attractiveness of book corners in several classrooms.

## **MATHEMATICS**

105. By the age of eleven, when the pupils leave the school, and at age seven the standards in mathematics are below the national average. Recent improvements in provision and the quality of teaching have not yet had sufficient time to impact on standards. Standards are still similar to those reported at the time of the previous inspection. Pupils enter school with attainment which is below that expected for their age. All pupils, including those for whom English is an additional language and those with special educational needs, make satisfactory progress and their achievement is satisfactory considering their below average starting point.

106. By the age of seven, pupils use coins to give change from a pound in the class shop. Some pupils with higher prior attainment work well with the headteacher in a withdrawal group and calculate the cost of two items and give change from a five-pound note. Younger pupils count in twos and tens using plastic coins to help them. Young pupils weigh vegetables in the class shop and compare the weights, stating which vegetable is the heaviest. Older pupils arrange the vegetables in order of weight. In one class, where teaching was very good, pupils worked systematically to check their results and record their findings on a large worksheet. This advanced their learning very well and they achieved a good understanding of different ways of carrying out mathematical calculations when shopping.

107. By the age of eleven, pupils name many regular two-dimensional shapes, suggest reasonable ways of measuring the perimeter of different objects and carry out an investigation into factors. They double simple fractions and devise a variety of ways of carrying out multiplication calculations using two digits. Pupils with high prior attainment, working in a withdrawal group with the head teacher, successfully carried out an investigation into methods of division. All pupils are confident in jotting down relevant figures and facts when they are set a problem verbally. They quickly note calculations and give answers that are reasonable. They are less sure of what is required when set written questions. Many pupils in the oldest age group in the school are insufficiently sure of their multiplication tables to ten to carry out rapid calculations. This is an area for improvement earlier in their time in school.

108. Pupils attitudes are good. They are keen to take part in mathematics work. Younger pupils are keen to undertake practical investigative work. They enjoy solving money problems in the class shop taking care to give the correct change. Older pupils willingly explain strategies for solving problems and explain how they achieved an answer in the mental mathematics session. Expectations of behaviour are high and pupils behave very well. Such positive attitudes, confidence to 'have a go' and good behaviour play a significant part in developing pupils' learning.

109. Overall, teaching in mathematics is good. Teaching is at least satisfactory and in one-third of the lessons observed it is very good. This is an improvement since the previous inspection. The National Numeracy Strategy is now firmly imbedded in the way teachers structure and organise lessons. Learning in mathematics is at least satisfactory and mainly good. Older pupils are beginning to catch up and their use of mathematics and confidence in the subject is improving. This is the result of good teaching in their final year of school. Where very good teaching was observed, the teachers devised activities that were accurately matched to what pupils already knew and developed their understanding well. For example, one teacher, teaching a top set, challenged pupils to devise and then explain a variety of methods to rapidly multiply two-digit numbers together. This improved the pupils' recall of multiplication facts and understanding of various ways to calculate the product of numbers. In these lessons, learning was good and pupils achieved well because a high level of intellectual effort was required to extend their previous knowledge to their new work.

110. Homework is used appropriately to extend and reinforce learning in the classroom. For example, one group of higher-attaining pupils were set homework to identify their most effective strategy for multiplying by three-digit numbers. This extended the work they had been doing in class well.

111. The curriculum now covers all the programmes of study of the National Curriculum. Using and applying mathematics is developed satisfactorily through many opportunities to carry out investigative work. This is an improvement since the previous inspection and means that pupils are now coming through the school with a secure understanding of the mathematics being taught. The teachers of the oldest pupils in the school are aware that these pupils lack some of the depth of understanding necessary for the demanding work relevant to ten and eleven year old pupils. They spend time on promoting this understanding through the development of mental mathematical calculations and jotted notation as an aid to calculation. This level of awareness and the setting of pupils by prior attainment is promoting positive achievement. The provision for pupils with the highest levels of attainment to work together as a separate set at particular times in the week, and the level of support for pupils with special educational need, means the school now provides very well for these groups. All pupils have good opportunities to learn and all are fully included in learning the full range of the programmes of study in mathematics. This is an improvement since the previous inspection.

112. Satisfactory use of mathematics is made to reinforce learning made during numeracy and mathematics lessons through practical application in other subjects. The use of computers to support learning has not improved since the previous inspection and pupils are given insufficient opportunities to gather data and use appropriate programs to analyse and present results.

113. The procedures for assessing pupils' progress are satisfactory and form a regular part of the teaching process and this is an improvement since the previous inspection. A wide range of assessment data is assembled. It is used well to identify broad groups such as those with special educational need and those with higher levels of attainment and to provide for their needs. However, there is a lack of rigour in identifying precisely what pupils should improve in their learning, in particular lessons, to move them towards the standards expected nationally for seven and eleven year olds. Teachers clearly identify learning objectives for lessons and pupils record these in their books at the start of the new piece of work. This is good practice and enables the pupils to understand what it is that they should be learning. A few teachers successfully mark the pupils' work against these learning objectives and make a clear statement of how well the pupil has achieved against this objective. This is good practice. Pupils also have personal targets to achieve although they are less frequently referred to by teachers in their marking, they are inconsistent in their quality and do not always refer to mathematical improvement. The school is well placed to refine its assessment procedures and link the various elements of good practice in marking and precise mathematical target setting, that already exist in the school, to raise standards further.

114. The subject is well led by the curriculum co-ordinator and the leading mathematics teacher. They have carried out monitoring of teaching and clearly identified areas for improvement. They have worked with individual teachers providing support and demonstrating teaching techniques. This has raised the overall quality of teaching and had a positive impact on learning. Resources are adequate and are readily available for use.

## **SCIENCE**

115. In comparison with all an schools, the schools' results for eleven year olds in the 2001 national tests were just below the expected standards for pupils of this age. In comparison with schools having a similar points score for Key Stage 1 National Curriculum assessments in 1997, the subsequent improvement at Key Stage 2 was satisfactory. There has been an upward trend, greater than the national average, in the test results at Key Stage 2 over the last five years. This positive progress has brought results very close to the national average. Comparing the performance of boys and girls over the last three years, the boys have done slightly better than the girls. Teachers' own assessments at Key Stage 1 for 2001 show that the proportion of pupils judged to be attaining the expected standards for this age group are well below other schools. At the higher Level 3, pupils' attainment is average.

116. Inspection evidence found the standards attained by the present Year 2 and Year 6 pupils to be very similar to the national average. The difference between the inspection findings is explained by the limitations in pupils' literacy skills, upon which the outcomes of test results depend. If pupils written work alone is looked at, then standards do fall short of expectations. In conversation, pupils in Year 2 and Year 6 show a very reasonable knowledge and understanding in a good balance of physical and biological science. In addition they reason the principles of investigative and experimental work to a satisfactory standard appropriate to their age. Current inspection findings reveal there has been an improvement in pupils' standards since the last inspection. Pupils in both key stages, including pupils who speak English as an additional language and also those with special educational needs are achieving a satisfactory standard in their knowledge and understanding of science.

117. Year 1 pupils appreciate the principles of fair testing when they study the effect of light and water on germinating seeds. They know a wide range of foods which come from plants and correctly categorise them as either a fruit or a vegetable, making use of tables to record their work. Year 2 pupils thoughtfully consider how the height of a slope will affect how far a toy car will travel. They know that the distance travelled can be measured in centimetres using a ruler. When correctly naming the parts of a flowering plant they extend their conversation by reference to bees liking flowers. The link is not made, as expected for pupils of this age, between flowers, insects and seed formation. With prompting, they give key words to explain similarities and differences between living things and things which have never been alive, such as people and cars. They know that heat can change materials, for example the fact that ice will turn to water in a warm room is well known.

118. Year 3 pupils have an appropriate knowledge of the properties of water. Year 4 pupils are familiar with electrical circuit diagrams although the quality and quantity of their recorded work is limited. They are familiar with the principles of scientific investigation when they study the effect of different sizes of parachute and their rates of fall. In the lesson they reason what is measurable, what to change and what to keep the same. In Year 5 pupils consider the quite demanding idea of air having weight or not. They give reasoned arguments even if their conclusion does not match the 'correct' answer. This shows that pupils are carefully considering their own ideas and how they fit with scientific knowledge. Year 6 pupils use books and the Internet to find out information regarding the adaptation of plants and animals in different climatic conditions, from permanent ice and snow to desert. In this research, pupils of all abilities, including those with special educational needs, make appropriate use of the technical terms such as habitat, camouflage and predator-prey relationships.

119. In lessons and in discussion, pupils at Key Stage 2 show an adequate understanding of investigative science. The oldest pupils have yet to develop the skill of raising their own questions to which they can find answers through structured, practical, investigative work. Their recording of work they have done does not do justice to their understanding. One reason for this is that they are writing under headings of apparatus, method, result and conclusion. This does not give appropriate scope to record the important aspects they are actually considering such as; what to change and keep the same, predictions and what to measure or observe.

120. At both key stages, the way pupils' record their work in their books is unsatisfactory. Whilst there are flashes of insight into their science skills it is spoilt by inconsistency. For example, pupils in Year 3 draw their own tables to record their predictions and the actual outcomes of their studies of dissolving different substances in water. Whilst the observations and predictions are acceptable they are not recorded side-by-side to make comparisons more easy. Their quality of handwriting is generally unsatisfactory, but improves considerably when they use a sharp pencil and better still when they use a pen. One Year 5 class has carried out some imaginative work on filtering, but there is no recording of relevant practical work being done in this area.

121. The quality of teaching in lessons at Key Stage 2 is good. It was only possible to observe one lesson at Key Stage 1, which was satisfactory. Teachers have a good, and at times very good, understanding of the science knowledge and skills being covered. Introduction to lessons are brisk, but relevant, and lose no time in getting learning underway.

Learning objectives are mainly precise, shared with the class and referred to at the end of the lesson. This aids pupils' progress and also gives teachers a measure of what pupils have learned. There is good questioning to bring out pupils' response but the answers accepted from pupils tend to be brief. On occasion, teachers remind pupils about expectations in the quality of their written work. Pupils take more care with their presentation when given this guidance. Pupils' work is regularly marked. There are examples of marking which help pupils to make progress but also a few examples where significantly incorrect answers are accepted. There are good relationships and a clear understanding of behaviour expectations between teachers and pupils. This results in pupils enjoying their work and carrying it out sensibly and enthusiastically.

122. There is an appropriate curriculum which makes use of Qualifications and Curriculum Authority guidelines. Curriculum time is limited and this may be a contributory factor to the limited quantity and unsatisfactory quality of pupils' written work. Assessment procedures are satisfactory. Pupils progress is evaluated, using National Curriculum level descriptions, at the end of a planned series of lessons to cover a topic of work. The use of precise assessment to help pupils make better progress during these lessons is in need of development. A recently introduced assessment guide for investigative work has the potential to raise standards. Information and communication technology is underused. For example, there is little evidence of the use of databases, spreadsheets and sensors for physical properties such as light or temperature. There is an adequate policy for the subject, which could be improved by adding to the existing guidance on specific aspects of safety, the use of information and communication technology, experimental work and investigations.

123. The co-ordinator brings an enthusiasm and reality to the management of the subject. She has a good understanding of what is being taught through classroom observations, sampling pupils' work and examining plans for teaching. A recent exercise to set up a portfolio of pupils' work is in its early stages of influence on standards. Action plans are realistic and fit with the overall development plans of the school. There are adequate resources to teach the planned curriculum.

## **ART**

124. Standards in art are overall satisfactory in both key stages, with some good standards achieved by pupils in Years 1, 3 and 6. This judgement represents a slight decline in standards from the previous inspection when standards were judged to be good throughout the school.

125. Younger Key Stage 1 pupils, make good progress in their understanding of mixing paints to create particular colours for their patterns. They are developing good observational skills when sketching bowls of flowers and they carefully shade their drawings. Good links are made to pupils' knowledge and understanding in history when they draw old and new trains and discuss the similarities and differences. Train drawings are completed with good accuracy and detail. Pupils develop good skills of cutting, folding, pleating, twisting and tearing different types of paper to create a range of effects. Effective organisation of teaching across the two Year 1 classes allows pupils to experience different activities during the lesson with good support from staff. A painting of the Great Fire of London is effectively used as a stimulus for Year 2 pupils to experiment with oil pastels to create a fire-effect and to cut out a

silhouette skyline. Pupils are developing good skills of blending oil pastels but their scissors-skills are not well developed and their cut-out city skylines fall short of the expected level for many pupils.

126. In Year 3, pupils make good progress in their knowledge and understanding of Native American art and craft traditions. They work with good concentration when decorating masks, tepees and totem-poles. They copy original designs carefully and use materials imaginatively to create their models. They learn folding techniques when constructing tepees. Good links are made to music, literacy and design and technology whilst pupils study this topic. No teaching of art was observed in Year 4, but displays of work and photographic evidence indicate pupils make satisfactory progress. Pupils study pattern and create collage pictures based on the 'Sergeant Pepper' record sleeve. They experiment with colour washes and create growing patterns using coloured pencils. Year 5 pupils produce acceptable arrangements of objects for still-life drawing. They draw carefully, with a reasonable level of skill, and most pupils shade competently. Most pupils understand the term still-life, but only a few have an understanding of perspective. Year 6 pupils effectively use contemporary fashion designers as a stimulus for designing clothes with a focus on texture, tone and colour. They achieve good standards in drawing and show texture through the use of skilful shading. They make effective use of line and colour to suggest movement, weight and texture of fabrics. They evaluate their work competently and explain how their designs reflect those of contemporary designers.

127. Pupils are very well behaved in art lessons; they concentrate well and persevere with tasks. They enjoy discussing their work and older pupils correctly use subject-specific vocabulary, such as texture, shade, line. Teaching of art is mainly good, with some teaching which is very good. Teachers have good subject knowledge and clearly focus pupils on where they need to concentrate to improve their skills. Most teachers plan and organise lessons well, so that sufficient and relevant resources are available and the most efficient use is made of time. Where lessons are not sufficiently well organised, the quality of children's art work declines. Limited use is made of sketchbooks for experimenting and for preparatory work for art projects and this is an area for further development. During lessons, pupils receive helpful guidance which effectively promotes their knowledge, skills and understanding in art. Pupils are introduced to a wide range of materials and techniques but there is no evidence of art created on a larger scale and art work which involves the use of information and communication technology is very limited. The school plans to invite artists to work with pupils to extend and enhance the art curriculum. Pupils' knowledge of famous artists is unsatisfactory. They have studied painters and recall some techniques but do not associate these with particular artists.

128. The co-ordinator provides very effective leadership for art; she monitors teachers' planning and pupils' work and writes useful evaluation reports which help to promote consistency in teaching. She has a clear understanding of standards in art throughout the school and has identified future areas for development.

## **DESIGN AND TECHNOLOGY**

129. Design and technology is taught in blocked periods of time during each term at both key stages and was not taught during the week of inspection. Inspection evidence includes

scrutiny of pupils' work and school documentation, interviews with Year 2 and Year 6 pupils, photographic evidence and discussion with the headteacher. Attainment and achievement in design and technology are good at both key stages. This is an improvement since the previous inspection, when standards and achievement were judged to be satisfactory. At Key Stage 1 younger pupils use a variety of construction kits to build playground structures and they develop their own design ideas through their initial drawings. Year 2 pupils report enthusiastically about designing and making sweets. They confidently recall why they chose their designs and how they made the sweets. They know the meaning of terms such as design, ingredients and evaluate. All could say what they liked about their sweets and how they could improve them.

130. Year 3 pupils develop skills of measuring, sawing and gluing to make photograph frames which they decorate imaginatively. They design, make and test boats for Chief Powhatan as part of their topic work on Native American culture and traditions. Good links are made with art and literacy. Year 4 pupils design and make lamps for a young child's bedroom. Model Tudor houses, which were very well constructed by Year 5 pupils, show good progression in skills of accurate measurement, cutting and detailed decoration. Older pupils' work indicates good levels of research prior to the design stage. Year 6 pupils report that they use the Internet and library to access information about their projects. They enjoy design and technology lessons and describe in detail their most recent project to construct a fairground ride. They are aware of health and safety rules and name tools such as glue guns, saws and drills as potential hazards. They appreciate the importance of the design process to the success of the final product and stress the importance of a realistic design and of accurate measurement. They identify strengths and weaknesses in their own work and understand that evaluation of their products helps them to tackle future projects.

131. Pupils have positive attitudes to design and technology and their work shows good attention to detail. Presentation of work in their design and technology booklets shows care. Diagrams are appropriately labelled and pupils write relevant lists of equipment and materials. Standards in spelling, punctuation and grammar are below national expectations and, too often, teachers do not correct pupils' errors.

132. Although teaching was not directly observed, planning documents, the consistent good use of pupils' design and technology booklets and the good range of activities indicate that overall teaching is good. The revised policy and scheme of work, together with national guidance, provide good support for teachers' planning. The use of information and communication technology is not well developed in design and technology projects.

133. The co-ordinator provides very effective leadership for design and technology. Effective monitoring and evaluation of pupils' work have improved consistency and raised standards throughout the school.

## **GEOGRAPHY**

134. Attainment of pupils aged seven and eleven is in line with standards expected nationally of pupils of this age and with those reported at the last inspection. All pupils, including pupils with special educational needs and those who speak English as an additional language, gain an increasingly wide knowledge and understanding of the subject. They

develop sound skills in geographical research and observation because of the wide range of opportunities provided in the lessons.

135. Pupils make satisfactory progress in developing their skills, knowledge and understanding. For example, pupils in Year 1 have a good understanding of how to follow a route around the local area to identify important buildings and their own homes. They make good observational drawings of the local church. Pupils in Year 2 locate a wide range of places at home and abroad on maps of the British Isles and the world and enjoy sending postcards from places they have visited on holiday. Pupils are gaining a clear understanding of human and physical features on maps and a vast majority of pupils colour maps of an island with a key accurately. Most produce delicate watercolours of island scenes in art to reinforce their understanding of life on the Isle of Struay. Pupils' knowledge of countries around the world is greatly enhanced by a planned emphasis on reading stories from around the world.

136. Pupils in Years 3 and 4 extend their knowledge of the local area and ways in which it could be improved. In Year 3, they learn much about the Native Americans when they have a visitor speaking to them about their customs, homes and art. A study of the story of Pocahontas in literacy enhances their understanding of the lives of the people. Pupils combine learning about geographical features of Egypt with their study of Ancient Egypt in history.

137. In Years 5 and 6 pupil use secondary sources, including travel brochures, maps and information and communication technology, to find information about places of interest around the world. During a study of mountain areas around the world, pupils in Year 5 practise skills of note taking and writing information from books in their own words when they work in groups on specific topics. One group collects information on wildlife in mountainous areas, another leisure activities in Europe or America. Others work out why certain types of trees and plants grow at the bottom of mountains and some types at the higher levels. Pupils write interesting descriptions of how mountains are formed and use their research to successfully find the main ranges around the world. This work is extended in Year 6 when pupils research different settlements around the world.

138. Teaching is satisfactory and often good. Teachers plan lessons that are well matched to the topic being studied. Teachers expect pupils to remember and apply knowledge from previous lessons. They plan some good links with other subjects, such as art in Year 2 and with literacy through stories and opportunities to carry out independent research.

139. Pupils show an interest in the topics studied and their written work frequently shows that pupils' understanding and geographical knowledge increase. Teachers' marking often indicates how well a pupil has understood the lesson although the written work does not always demonstrate that this is the case. Written work is variable and often not presented sufficiently carefully because pupils do not always think about their spelling, punctuation and presentation.

140. The subject is well managed and the curriculum has been revised in line with national recommendations. The curriculum makes a good contribution to pupils' spiritual, moral, social and cultural development through visits, field studies and visitors. Although resources



are adequate for many of the topics studied over the year, they are inadequate for new topics such as mountainous areas.

## HISTORY

141. Provision for learning is satisfactory and by the ages of seven and eleven attainment is in line with standards expected by pupils of their age. Standards have been maintained since the last inspection and the provision has improved in that there is less reliance upon worksheets by older pupils. Pupils, including higher-attaining pupils and those with special educational needs, make satisfactory progress because work is adapted to meet their particular needs.

142. Pupils in Year 2 know that history is about what happened in the past. For example, pupils study a wide range of pictures about London before ‘The Great Fire’ and they try hard to work out how long ago the pictures of Charles II and Samuel Pepys were drawn. They are very observant about details in the pictures and, when they are made aware that they are from the seventeenth century, they know that they only have pictures to look at, “because photographs weren’t even invented”. Pupils know that they find information about the past through books, pictures, videos, Internet, and computer programs. One pupil suggests that gravestones are helpful in looking for dates and the majority of pupils look at and use the timeline competently. Pupils become absorbed in looking for differences between drawings of the same scene in the seventeenth and late twentieth centuries. They are captivated by the fish sign hanging outside a shop and quickly relate it to a fish and chip shop. They do not like to imagine the smells in the street when they discuss the lack of drainage systems in the seventeenth century and go back in the time machine!

143. Pupils in Year 1 complete very good observational drawings of vehicles and methods of old and new transport. They write interesting descriptions of journeys by horse and cart that show a good understanding of what they would see and feel as they travelled. “It was cold, slow, and we saw some cottages,” writes one pupil. “I saw a person on the way and heard horses go clip-clop”, writes another.

144. Pupils in Year 3 enjoy their work on Ancient Egypt and produce attractive cartouches, hieroglyphics and paintings in art. Carefully painted silhouettes of the pyramids capture the vibrant colour of the gold and orange sunset very effectively. They sequence the process of embalming and mummification well and show good use of the information they find out independently when writing about artefacts and the Egyptian landscape. They use books, artefacts, pictures and stories to develop their basic skills of historical enquiry effectively. Year 4 pupils complete accurate time lines from 1930 to 1980 and make notes to give verbal reports to the class on The Beatles and John Lennon. Pupils make good use of words given to them by the teacher in their writing.

145. Pupils in Years 5 and 6 produce very interesting work on the Tudors and Ancient Greece when completing independent research topics. In Year 5, they compare the lives of the rich and the poor and assemble accurate information about the Spanish Armada, using books, pictures, artefacts and information and communication technology. Pupils of all abilities use historical evidence well to support their arguments. Higher-attaining pupils investigate the origins of the nursery rhyme, *Ring-a-ring-a roses*, very competently and this

adds well to the quality of the project. In Year 6 pupils makes notes on their research about Athens and Sparta, answering questions they create themselves very well. In a brief, but clear, account of the Trojan War, one pupil perceptively describes the event as “something that was funny but sad at the same time”.

146. Teaching is at least satisfactory. Teachers have good subject knowledge and lessons are planned to help pupils learn, rather than to cover the syllabus. Teachers encourage good thinking skills when they ask older pupils to identify what they already know about a new topic and what they would like to learn about it. The pace in lessons is rapid and the enthusiasm of the teacher captures the interest of the pupils. There is planned use of literacy and other subjects, such as art and information and communication technology, in most topics. The standard of presentation is, however, not consistent because pupils do not always transfer their excitement and commitment into care with their written work.

147. The subject is well managed and the curriculum has been revised to be in line with national recommendations. The co-ordinator has provided a secure framework for learning and monitors pupils’ written work very carefully. The curriculum makes a good contribution to pupils’ spiritual, moral, social and cultural development through visits, visitors and opportunities to handle and examine artefacts of the periods being studied. Resources are improved systematically and are satisfactory for the planned curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

148. By the age of seven, pupils are attaining standards which are average for their age. By the age of eleven pupils are attaining standards which are below expectations. Both these outcomes are an improvement on the previous inspection, when standards were poor across the school. At Key Stage 1, pupils are achieving to a satisfactory standard. At Key Stage 2, pupils’ achievement is unsatisfactory. The lower standards at Key Stage 2 are mainly due to a more demanding curriculum and the school’s lack of provision and organisation of learning resources. Pupils who speak English as an additional language and also those with special educational needs make similar progress to other pupils of a similar age.

149. By the age of seven, pupils use a computer confidently. They are developing good keyboard habits, for example in using the thumb to operate the space bar. In addition to using the alphabet key, pupils are familiar with using other keys, such as the arrow keys, backspace, delete and return. With guidance, they follow the procedures for saving and printing work. Pupils enjoy giving instructions to a floor robot so that it will move around a two-dimensional grid in the way they want it to. They show similar good control skills when they draw lines on-screen involving right-angled turns. These activities support pupils’ understanding of co-ordinates and early work on angles. Pupils are familiar with draw and paint programs and use a good range of tools such as colour change and the eraser function. Whilst pupils are suitably skilled in word-processing, the amount of work they produce is very limited. This is mainly due to the limited amount of time they have available with a computer.

150. By the age of eleven, pupils correctly use simple mathematical formulae in spreadsheets to carry out automatic additions of columns of numbers. They make sensible use of the Internet in their researches in science and geography lessons. Younger pupils in Key Stage 2 combine graphics and their own text when they write a Christmas letter to their parents. The oldest pupils in the school have produced interesting web pages using interesting

graphics and functional hyperlinks. Pupils know how to open programs and use the range of menus to make selections to make the programs operate. They know how to save their work but there is no established system, such as individual files on the hard drive or pupils' individual floppy disks, from which they can retrieve previous work. There are isolated examples of good quality word processing by older pupils. The oldest pupils have a clear recall of the work they have done with angle when they use logo type programs. There is no evidence for pupils writing simple computer programs to control objects, such as lamps and motors, which are linked to the computer. Pupils do not use sensing devices, such as those for measuring light or temperature.

151. In both key stages, there is little evidence to show that pupils have been involved in the complete process of entering, storing and presenting data appropriate to their age. The use of information and communication technology to explore real and imaginary situations is very limited at both key stages. Information and communication technology is used to promote learning in a limited number of subjects. The use of a composition program in music at Key Stage 2 is a good example of its use. Overall, the use of information and communication technology across the curriculum is unsatisfactory.

152. The quality of teaching seen in lessons is good, overall. Examples of very good teaching were seen in both key stages. The size of monitor screen used is relatively small, but in all classes teachers make sure that all the class can see as well as possible. Pupils respond to this in a sensible manner and the lessons get rapidly underway. Teachers state clear learning objectives at the start of a lesson and check with pupils if they have understood matters at the end. This ensures that pupils know what they have to concentrate on and gives the teacher an evaluation of what has been understood. Where pupils express uncertainty, the issue is reinforced or explained in a different manner to assist pupils' better understanding. Lessons are carefully planned and make best use of the available resources. In a Year 2 lesson, the teacher had colour coded the parts of the keyboard which were the focus of the lesson. Instructions, which pupils were to follow over the following days when it was their turn on the computer, were very helpfully matched to these colours. In a Year 5 lesson, the teacher had prepared a clear instruction sheet which was used for the taught session and then provided for pupils as they took their turn on the computer on the following days. Teachers make frequent use of technical terms related to information and communication technology in lessons on the subject. This is not always the case when computers are used in other subjects, such as music. Where technical terms, such as icon, cursor and shift-key are used, pupils' vocabulary is extended quickly.

153. There is one computer allocated to each classroom. When a lesson has been given, the pupils use the computer to carry out the work of the lesson. Whilst there are rotas for this activity, it can take up to two weeks for all the class to carry out their work. This makes it difficult for pupils to recall the detail of what was done in the lesson and makes the demands on teaching very demanding. Rotas are not fully established in all classes. The equipment which the school has is not always reliable. In a Year 2 class, it was not possible to load the word processing program which pupils had previously used. There are also reported incidents of printers not working. As a result of damage during a recent break-in, one computer was not working.

154. The school has made great strides towards improving the organisation and provision of computers. By efficient use of accommodation, volunteer help and appropriate application

of the principles of best value, the school has released and suitably prepared a room to hold a suite of computers. The installation of the equipment has been delayed by circumstances beyond the control of the school.

155. The status of information and communication technology as a subject is not high enough. The school should consider raising the status of the subject and at the same time valuing pupils' work more, by using methods for keeping the work which pupils do. This could be a paper based format or, perhaps more appropriately, electronically through a file on hard disk or pupils' personal floppy disks.

156. There is an appropriate planned programme of work for information and communication technology, but the time allowed and the limited resources available to each class lead to restricted coverage, particularly at Key Stage 2. The resources for teaching aspects of control, simulations and monitoring changes, such as temperature and light, are limited or not available for use. Assessment procedures are adequate to plot pupils' progress but they are not sufficiently used to raise standards.

157. The co-ordinator for information and communication technology has good subject knowledge. He has a reasonable understanding of what is being taught across the school and the standards obtained, through formal and informal monitoring. He is very aware of the limitations of the current resources and of the difficulties in maintaining equipment and spends time putting matters right. The co-ordinator does not have responsibility for the application of the subject across the curriculum. There is a need to allocate curriculum responsibility for the use of information and communication technology in all subjects.

## MUSIC

158. Provision for music is now satisfactory overall and has improved considerably since the last inspection. By the age of seven, pupils attain the standards expected for their age. Pupils build on the skills and knowledge gained but by the age of 11 standards are still below those expected for their age. Although standards are similar to those at the last inspection, the quality of the provision and teaching has improved so that all pupils up to the age of eleven now have weekly music sessions. At all ages, pupils show an enjoyment of music making activities and increasing maturity in performance. Pupils with special educational needs achieve well in relation to their prior attainment because of the clear explanations and practical approach used in most lessons.

159. In lessons and assemblies, pupils in Years 1 and 2 build up a good repertoire of songs and switch their singing to different speeds and other moods because the songs they sing are interesting and well chosen. This was particularly evident in the concert at Christmas and in assemblies when pupils sing a range of songs very competently. Pupils sing rhythmically and tunefully. Their diction is clear and they listen carefully to the music that comes between lines and verses. Pupils concentrate well so that they learn melodies and words quickly. Pupils in Year 2 pitch notes well and sing in tune confidently, most reading high, low and medium notes on a card accurately. They look carefully at the notes when playing their tunes on the chime bars because the teacher emphasises the point that they read the music left to right in exactly the same way as they read words on a page. Writing their own notes on cards is more difficult but pupils try hard and gain a basic understanding of the activity. Pupils in Year 1 sing a range of nursery rhymes and clap to the rhythm of the words confidently although they need reminders about maintaining the quality of their singing and playing of instruments whilst they clap.

160. Pupils in Year 3 consolidate their understanding of pitch and sing nursery rhymes whilst they move their hands up and down to show the pitch of the notes physically. They identify the pitch of notes confidently when pupils play a sequence on chime bars. Pupils distinguish between the beat, which can be faster or slower, and the notes, which can be higher or lower, because the teacher consistently reinforces this. Pupils use a music program to compose music on the computer, arranging musical phrases to make a melody that the other Year 3 class will listen to and evaluate. This challenges pupils to produce the best melody they can.

161. Pupils in Years 5 and 6 concentrate very well as they create their 'human' body rhythms and listen to them with great pleasure when the specialist teacher from the Sandwell Youth Music Curriculum Support Team plays the recording back to them. Pupils start to recognise the structures within phrases and begin to predict and make their own rhythm patterns. Pupils listen to the rhythms performed by other groups and write the symbols for the patterns on the board correctly. They achieve high levels of performance because of the skilled teaching they receive.

162. The quality of teaching in the lessons is good because teachers are learning new skills from the specialist teacher and developing confidence in their own teaching of music. Teachers provide a wide range of interesting opportunities and musical experiences that enable pupils to learn how to listen to music and improve their skills in playing instruments and composing. Teachers plan lessons effectively to include appropriate practice and the

extension of what pupils know and can do. Staff encourage pupils to participate with enthusiasm.

163. Music is seen as integral to most vital elements of the school. The selection of music for assemblies is helpful in providing pupils with opportunities to listen and reflect upon the music they hear around them. Pupils have the opportunity to perform to a large audience at concerts and Year 5 pupils join in music sessions at the local high school, where they attain a very high level. Their skills and knowledge are enhanced because of the wider range of instruments, such as an exciting range of drums which they use. The choir work hard at their lunchtime practice and their sweet singing in assemblies is appreciated by other pupils. Some pupils have the opportunity to learn to play instruments with a visiting teacher and they share their skills in assemblies, as do the Year 5 pupils who learn very good skills so that they play the recorder well and accurately.

164. The co-ordinators, who have considerable interest and enthusiasm for music, provide good support for other colleagues. The curriculum has been developed effectively so that all elements are taught over the year. The school has set targets for pupils in Year 6 to attain the standards expected for their age by 2003 and pupils are well on course to achieve this because of the improved arrangements and good teaching. Music makes a good contribution to pupils' spiritual, social and cultural development.

## **PHYSICAL EDUCATION**

165. By the age of eleven and at the age of seven, pupils attain standards typically expected for their age. For pupils age eleven this is an improvement on the standards reported at the time of the previous inspection. Lessons are now planned with a clear learning objective, pupils understand what they are expected to learn and teachers give clear direction as to how pupils may improve their performance.

166. Younger pupils perform simple gymnastic movements with a reasonable level of skill and control for their age. Older pupils combine more difficult moves to build a performance. Sometimes they work in pairs, preparing and then executing a short performance. For example, they jump off a low box, go into a forward roll, into a star jump and then when their partner joins them end with a mirror balance, one with their right leg tucked up the other with their left leg tucked up. Approximately 90 per cent of pupils in Year 6 safely swim 25 metres unaided. In dance drama lessons, pupils act out scenes from the Harry Potter books. They control their actions well and indicate clearly through mime the actions they are representing. For example, climbing a ladder to fetch down a box containing a magic wand. Whilst pupils perform with reasonable control they rarely finish their performance in a clear and controlled fashion, thus leaving the audience unsure if the sequence has been concluded. This spoils what are otherwise well thought out performances. All pupils, including for whom English is an additional language and those with special educational needs, make satisfactory progress in developing their skills as they move through the school.

167. The quality of teaching and learning is satisfactory overall, in one-third of lessons teaching is good. Where teachers are confident and have good subject knowledge, they enthuse pupils by personal demonstration and clear instruction. They make clear and pertinent comments that help pupils develop their skills further. As a result, pupils make

good progress in these lessons. Teachers also make good use of pupils evaluating each others performance. Small groups of pupils perform a sequence for the class and other pupils comment on the successful points and make recommendations for aspects that may be improved. This makes a significant contribution to improved performance, speaking and listening skills and social development. Pupils learn to trust each others' opinions and understand that such criticism is friendly, designed to help them as individuals. The quality of relationships is good. Pupils attitudes are good, they are keen to undertake the activities and behave well, this means that teachers rarely have to interrupt the lesson and pupils strive hard to achieve the objectives set. A few teachers do not make sufficient use of these good attitudes to demand as high a level of performance as their teaching colleagues. For example missing the opportunity to develop pupils levels of control by demanding a theatrical running on the spot motion, to represent a chase in a Chinese story.

168. The curriculum is broad and covers all the programmes of study of the National Curriculum. It is appropriately balanced over the course of a year, allowing for athletics, rounders and cricket in the summer and football and team games in the winter. There is appropriate provision for swimming for pupils age seven upwards. There is a good range of extra-curricular activities that include football, dance and gym clubs and training from West Bromwich Albion Football Club. The school accesses resources at a partner secondary school for coaching in badminton. The school runs a residential visit that involves appropriate outdoor activities. The school takes part in matches against other local schools and a mini-football league and cross-country competition with reasonable success. The use of information and communication technology is restricted to its use to record events and activities. This is useful, but insufficient use is made to inform pupils of their performance through, for example, video of group or paired performances or data collection of timings in athletics. The subject contributes well towards pupils moral, social and cultural development through its emphasis on rules, sharing and partnership and appreciation of physical movement and music and the cultural elements of ethnic dance. Assessment procedures are satisfactory.

169. The subject is led well and the co-ordinator monitors planning and teaching and has done much to raise standards for older pupils. The off-site education co-ordinator provides good support to teachers taking pupils swimming and to those on the residential visit as well as arranging appropriate extensions of school activities through contacts with the community and the use of New Opportunity Funding. The quality of resources is satisfactory. They are well organised and readily accessible. The school has two halls that provide good accommodation for gymnastics and dance and extensive hard surfaces and grass surfaces for team games and athletics. Markings are worn and do not easily enable the playing of team games.

## **RELIGIOUS EDUCATION**

170. Standards in religious education at the ages of seven and eleven are in line with the requirements of the locally agreed syllabus. Pupils are attaining standards similar to those found during the previous inspection. All pupils including, those with special educational needs, make satisfactory progress.

171. Year 1 pupils learn about Sikhism and many of the pupils are beginning to remember the significance of the 'five Ks'. Year 2 pupils learn about special books in all the major

world religions. They enjoy comparing the Bible with the Torah and learn about similarities and differences. Work sampling indicates that Year 2 pupils have used their literacy skills effectively to record their religious education work.

172. Key Stage 2 pupils develop a good appreciation of the central beliefs and traditions of various world faiths. They recognise the significance of religious faith in the lives of individuals and groups and are developing an appreciation of the symbolic significance of signs and ceremonies. Year 4 pupils learn how Muslims celebrate the end of Ramadan with the Festival of Eid. They enjoy listening to the Islam call to prayer from the Minaret.

173. Work sampling indicates that Year 6 pupils have discussed and recorded their reactions to religious art such as 'The Yellow Christ' by Paul Gauguin.

174. Teaching is good overall in religious education lessons. Teachers plan work carefully according to the locally agreed syllabus. Resources such as artefacts and books are used well. Many teachers are skilled at encouraging pupils to express their views orally. Most teachers ensure that pupils practise their writing skills when recording their work, but a few teachers omit to remind pupils that it is important to use correct punctuation and to spell words accurately. Lower-attaining pupils find recording work difficult. Work sampling showed very impressive marking of Year 6 pupils' written religious education work. The teachers' thoughtful comments clearly indicated to pupils how they could improve their work. Information and communication technology is not used sufficiently in religious education lessons.

175. The co-ordinator is new to the role and has only been in post since last September. It is very evident that there has been good subject leadership in the past with clear vision and a good awareness of areas for future development. The previous co-ordinator devised a very useful policy to guide staff. Resources, which are organised into topic boxes, have improved since the previous inspection, as has staff confidence and subject knowledge.