

# INSPECTION REPORT

## **PERRY HALL PRIMARY SCHOOL**

Wednesfield

LEA area: Wolverhampton

Unique reference number: 104348

Headteacher: Mr Robert Smith

Reporting inspector: Mrs Mary Speakman  
OIN 21581

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> September 2000

Inspection number: 224106

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary with nursery
School category:	County
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Colman Avenue Wednesfield Wolverhampton
Postcode:	WV11 3RT
Telephone number:	01902 558538
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Appropriate authority:	Governing body
Name of chair of governors:	Mr R Green
Date of previous inspection:	4 <sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Mary Speakman OIN 21581	Registered inspector	Design and technology Special educational needs Provision for pupils with English as an additional language	The characteristics and effectiveness of the school The school's results and pupils' achievements How well the school is led and managed What the school should do to improve further
Mr David Ashby OIN 09868	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
Ms Nina Bee OIN 18709	Team inspector	English Art	
Mr Andrew Brodie OIN 25010	Team inspector	Science Information and communication technology	The curricular and other opportunities offered to pupils
Mrs Gloria Childs OIN 19119	Team inspector	Geography History Areas of learning for children in the Foundation Stage	Equal opportunities
Ms Fiona Robinson OIN 22182	Team inspector	Mathematics Music	How well pupils are taught
Mrs Pauline Shannon OIN 19765	Team inspector	Religious education Physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

Perry Hall Primary School is situated in Wednesfield, 3 miles to the north-east of the centre of Wolverhampton. The locality nearest to the school is one of privately owned houses with some social rented housing. There are 394 pupils on roll in the main school between the ages of 4 and 11, and 60 children who attend on a part-time basis in the nursery unit. The majority of pupils speak English as a first language. There are 11 pupils who speak English as an additional language, 5 of whom receive additional support. Ten per cent of pupils are known to be eligible for free school meals and this figure is below the national average. There are 38 pupils who have been identified as having special educational needs and one pupil who has a statement of special educational needs. These figures are below the national average. On entry to the school the children generally have levels of attainment similar to others in their age-group.

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

This is a good school. The school provides a secure and stimulating environment within which pupils achieve well. Teaching overall is good with a significant amount of very good teaching. Standards in most subjects are satisfactory and they are rising or have been maintained since the last inspection. The school is very well led by an experienced headteacher in partnership with an effective deputy head. The school gives good value for money.

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

- The headteacher and deputy headteacher have established a climate of unity and a commitment to improvement which enables pupils and staff to give of their best.
- Standards in design and technology at both key stages and in science, music, art and physical education at Key Stage 2 are high. Pupils make good progress in all these subjects and also in mathematics at Key Stage 2.
- The high quality of most teaching promotes a good rate of learning and pupils' confidence in their own abilities.
- Provision for personal development and for promoting and maintaining good behaviour is good. Provision for pupils' social development is very good. This results in high standards of behaviour and relationships throughout the school.
- There is excellent provision for extra-curricular activities.
- Relationships with parents are very well developed and parents have a very positive view of the school.

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

- Pupils' achievements in information and communication technology (ICT) are not high enough at Key Stage 2.
- The school's approach to assessing pupils' attainments to National Curriculum requirements is not accurate enough.
- Approaches to the recording of assessment findings are not consistent throughout the school.
- The school does not analyse available information carefully enough when setting pupils' individual targets.
- The governors are not sufficiently involved in overseeing the curriculum.
- The current arrangements for governors' committees do not make best use of their relevant skills and knowledge.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school, which was last inspected in November 1996, has made good progress in dealing with all the key issues identified by that inspection. Since the previous inspection standards have either been maintained or improved in all subjects except for ICT, where pupils at Key Stage 2 are still not achieving highly enough. Provision for music has improved and pupils achieve standards at the end of the key stage that are higher than those usually seen. The changes in school organisation, and improvements to the accommodation have promoted a stronger sense of unity than was evident at the time of the last inspection. The headteacher and deputy headteacher now monitor teaching and set targets for improvement. Co-ordinators have increased responsibility for monitoring of their subjects throughout the school and most have an accurate picture of standards in their subjects and the areas that still require improvement. These initiatives have had a positive impact on the quality of teaching and subsequently on the pace of pupils' learning.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	A	B	B
Mathematics	D	C	C	C
Science	D	B	D	E

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The overall trend is one of improvement in the national tests at a similar rate to that seen nationally. Results from tests taken in 2000 indicate an increase in scores in all subjects with a considerable increase in science. In 1999 the number of pupils achieving the higher level (Level 5) in English was above the national average; the number of pupils achieving higher levels in science was below the national average. Taking account of the results of four years in all three subjects, girls perform better than boys do. During the inspection, higher standards than those achieved in the 1999 tests were seen in science. Inspection findings are that standards in English at the end of Key Stage 2 are in line with national averages. This is lower than the results seen in the 1999 tests. At the end of Key Stage 1 English, mathematics and science are in line with national averages. Targets set by the school for attainment in test results at the end of Key Stage 2 have been exceeded in both 1999 and 2000 and this confirms the trend of improvement. Taking account of the whole curriculum, pupils achieve standards that are generally in line with national averages or expectations.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn. Usually they listen intently to their teachers and gain considerable satisfaction from their various achievements.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school. They know the school and class rules and understand the reasons for them.
Personal development and relationships	Relationships within the school are very good. Pupils support each other very well and show a good measure of initiative.
Attendance	Attendance is in line with the national average.

The level of attendance has improved over the last year. However, a significant number of pupils take family holidays in term time. This means that these pupils miss vital parts of their education.

## 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

During the inspection teaching was good or better in 64% of lessons with 22% being very good and 4% being excellent. No unsatisfactory teaching was observed during the week of the inspection. The particular features of the better lessons were teachers' secure subject knowledge, careful planning, and a wide range of teaching strategies including very effective questioning. Positive relationships between teachers and pupils do much to promote pupils' self-confidence and enthusiasm for learning. In the least effective lessons, although teaching is of a satisfactory standard, teachers allow some pupils to become distracted or to digress from the purpose of the lesson. So, for those pupils, the pace of learning slows. Generally, the pace of pupils' learning is good and pupils show a high level of interest, concentrating well.

The teaching of English and mathematics is good at both key stages and literacy and numeracy skills are developed well across many subjects. There is very little direct teaching of ICT at Key Stage 2 and thus pupils make unsatisfactory progress in this subject.

The school meets the need of all its pupils well. Pupils with special educational needs receive effective support, grow in confidence and make good progress.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the curriculum is broad and offers pupils a good range of worthwhile opportunities. However, the ICT curriculum at Key Stage 2 does not fully comply with statutory requirements.
Provision for pupils with special educational needs	Good. Individual education plans provide pupils with specific learning targets and very precise records are kept to show how well they are progressing.
Provision for pupils with English as an additional language	The additional provision is currently in abeyance. Temporary arrangements for the monitoring and support of pupils who require additional support are satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is good with a particular strength in social development.
How well the school cares for its pupils	Overall, provision is satisfactory. However, there is a need for some staff to have formal training in child protection procedures. Several minor health and safety issues need attention.

The school provides an excellent range of extra-curricular opportunities. There is provision for all pupils to have a residential experience from Year 2 onwards. A wide range of school visits link very closely with many aspects of the school's curriculum. Procedures for maintaining good behaviour are very effective. Assessments are used well to shape the curriculum and to plan the next stage of pupils' work. However, test findings are not analysed carefully enough to identify the relative performance of different groups. The school has effective links with parents and carers.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The management of the school is good. The headteacher provides very good leadership. The deputy headteacher and a hard working staff support him effectively.
How well the governors fulfil their responsibilities	The governing body is most supportive of the school. They have a satisfactory understanding of its strengths and weaknesses but their oversight of curriculum matters is not close enough.
The school's evaluation of its performance	Data from the monitoring of teaching and subject provision is well used to make improvements. Information about pupils' performance is used well to plan further learning.
The strategic use of resources	Time and resources are generally used appropriately, although some ICT resources are currently underused. Teaching and support staff are effectively deployed. There are efficient procedures in place to ensure the provision of best value when considering the acquisition and use of resources and services.

The school has a reasonable number of experienced teachers and support staff to meet the

demands of the curriculum. The accommodation has been much improved by recent refurbishment and provision of a new nursery unit. Generally, there is a satisfactory level of resourcing.

### **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>• Their children like school.</li><li>• Teaching is good and teachers have high expectations.</li><li>• Their children make good progress.</li><li>• The school helps children become more mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• The consistency and relevance of homework.</li><li>• Some parents would like to know more about what their children are going to learn.</li></ul>

The responses on the parents' questionnaire were mainly positive. The inspection team has drawn the attention of the school to parents' concerns about homework and notes that during the current term considerable effort has been made to address these shortcomings. The inspectors agree that parents could be given more information about what their children are going to learn.

## **PART B: COMMENTARY**

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

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

1 When pupils enter the nursery, their attainment is similar to that generally seen for their age. The nursery provides children with a wide range of experiences, which cover the main areas of learning for children in the Foundation Stage<sup>1</sup>. Children are admitted to a reception class at one of two points in the school year. By the end of their time in reception most children have reached national Early Learning Goals for children of this age in all areas of learning. In both nursery and reception, teachers assess and plan for children's differing needs and monitor their progress carefully. They share their findings and this ensures that children have a smooth transition from nursery to reception.

2 In the 1999 National Curriculum tests and assessments taken towards the end of Key Stage 1, the pupils' results were broadly in line with national averages in reading and writing whilst results in mathematics were generally below the national average. When compared to the results of similar schools, their attainments were in line with reading and writing but well below in mathematics. The results show a wide range of attainment, although the percentage of pupils reaching the higher levels was below the national average in reading and mathematics, it was similar to the national average in writing. Early indications from the tests taken towards the end of the school year 1999-2000 show a slight decline in results although there is a small increase in the number of pupils achieving the higher level (level 3) in reading and writing. Taking account of the four years 1996 to 1999 figures show that the overall performance of pupils in the reading test was above the national average, in writing it was close to the national average and in mathematics it was below.

3 Evidence from the inspection shows the standards in reading, writing, mathematics and science towards the end of Key Stage 1 are securely in line with national averages. Changes in the approach to teaching of mathematics at Key Stage 1 and the introduction of the National Literacy and Numeracy Strategies are having a positive impact on standards.

4 The 1999 National Curriculum tests taken towards the end of Key Stage 2 show that standards were above in English, in line in mathematics in relation to national averages and to standards found in similar schools. Standards in science were below national averages and well below in comparison with similar schools. The overall trend since 1996 has been one of improvement with a slight decline in 1999 in English and mathematics. Taking account of the four years 1996 to 1999, figures show that the overall performance of pupils in English was above the national average, in maths it was close and in science it was slightly below. Early indications are that results of national tests taken towards the end of the school year 1999 - 2000 are that there have been improvements in the results in all three subjects and these are most marked in the science tests.

5 Evidence from the inspection shows that standards in English and mathematics are securely in line with national averages towards the end of Key Stage 2 and in science standards are higher than national averages.

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<sup>1</sup> The first stage of learning for children in nursery and reception years.

6 By the time pupils are seven, they listen carefully and speak clearly, in full sentences, quickly assimilating new vocabulary that is introduced during lessons. They read competently using a reasonable range of strategies to recognise unknown words. Most show a satisfactory understanding of what they are reading. Most pupils are beginning to write in sentences and understand how to use basic punctuation. The higher attaining pupils produce some interesting and expressive writing. Most pupils spell commonly used words correctly and use dictionaries and other reference materials to help them find the correct spelling to more unfamiliar words. By the time pupils are eleven most pupils listen well and are able to express their points of view clearly. They read across a reasonable range of children's literature and information books with understanding. Although older pupils know how to use information books for reference purposes they are not so adept at locating the books they need within the key stage library and many are unclear about how the library is organised. Overall, progress throughout both key stages is satisfactory. Pupils work hard and they are beginning to benefit from changes of organisation in the teaching of English.

7 In mathematics, there has been considerable improvement since the last inspection, in pupils' achievements and the quality of teaching. Attainments at the end of both key stages are securely in line with national averages. At the time of last inspection, attainment at the end of Key Stage 1 was found to be below national averages. The rate of pupils' learning is increasing due to their growing confidence and improvements in the teaching of the subject. The high quality of planning and organisation have also contributed to these improvements. By the time pupils are seven they have a secure foundation in number shape and space. They use appropriate mathematical language and in Year 2 particularly, they benefit from very good teaching. By the time they are eleven pupils are undertaking mental calculations with confidence. They work confidently with very large numbers, fractions, decimals and percentages. They have a sound understanding of geometry. They are able to record their findings accurately onto graphs. Their mathematical understanding has been further developed by good provision for investigative work.

8 Pupils are making satisfactory progress in science at Key Stage 1. By the time they are seven they have a reasonable understanding of all the required programmes of study. They are able to make observations and record their investigations. They are beginning to understand what makes a test fair. This sound start is built on well and the rate of learning increases as pupils move through Key Stage 2. By the time they are eleven pupils are attaining above the expected standard. They have a thorough knowledge of all the required programmes of study and acquire a good level of skill tackling scientific investigations and experiments, recording their findings systematically.

9 At the time of the last inspection, standards in information and communication technology (ICT) were found to be below national expectations at the end of both key stages. Since then improvements in teaching and provision at Key Stage 1 have enabled standards to be improved and they now reach national expectations. At Key Stage 2, however, there is need for further improvement and standards are still below national expectations. Although pupils at Key Stage 2 have some experience of using the computer for word processing, they have very little experience in other aspects of this subject such as controlling devices or data-handling. Opportunities for using information and communication technology (ICT) are not regularly built into their learning in other aspects of the curriculum. There have been recent improvements in provision at Key Stage 2 and the school is aware of the need to develop this subject further. ICT is included as a major priority in the current school development plan.

10 Standards in design and technology at the end of both key stages and in art, music and physical education at the of Key Stage 2 are higher than those usually seen. A combination of effective leadership by the co-ordinators of these subjects and the development of a good level of teachers' expertise through in-service training and support has enabled the improvement of these subjects since the last inspection. This represents a particularly good rate of progress in music where, at the last inspection, standards were found to be below the expected standard. Standards in music have also improved in Key Stage 1 and are now in line with expectations.

11 Standards are in line with national expectations in geography, history and religious education at the end of both key stages, and in art, music and PE at the end of Key Stage 1. There is a good rate of learning in many lessons. Pupils are achieving well and standards overall are rising. The positive climate for learning within the school and the changes in school organisation over the recent years, allied with the benefits of the National Literacy and Numeracy Strategies, have been responsible for these improvements.

12 Pupils with special educational needs benefit from the effective support they are given, make good progress towards the targets in their individual education plans and in many aspects of learning across the whole curriculum. Pupils who speak English as an additional language make similar progress to their fellow pupils and most are fully bilingual. There is currently no teacher to give specific support to those few pupils who need additional support with language learning but an appointment is to be made later in the current term. In the interim, class teachers and the special needs co-ordinator support their specific needs. Given the current level of need, this is a sensible arrangement for the short term but it would be inadequate in the longer term. No significant differences were observed during the inspection between the academic performance of girls and boys. However, over the last four years girls have achieved higher scores than boys in the national tests taken at the end of both key stages.

13 The school sets targets for achievement in national tests at the end of Key Stage 2. In setting targets the school uses data from various optional tests taken throughout Key Stage 2 and from teachers' assessments, these scores confirm the overall picture of one of improving standards since 1996. Pupils in Years 2 and 3 are set individual targets for improvement and these are reviewed on a termly basis. These targets are displayed within the classroom so the pupils are constantly reminded of what they are aiming for. At Key Stage 2, targets are set by teachers when written work is marked and noted in pupils books, but arrangements and the frequency with which targets are set varies throughout the school.

14 The rate of improvement since the last inspection has overall been good. Standards in the majority of subjects have been improved or maintained although there is still a need to further improve standards at Key Stage 2 in ICT. Rates of learning and progress are good overall and pupils achieve well in many subjects. Although generally standards at the end of the key stages are similar to the national average, the rate of learning across both key stages is often good, pupils frequently achieve well and standards are rising.

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

15 As at the time of the last inspection, pupils have very good attitudes to school and maintain good levels of behaviour. Pupils are eager to come to school and participate with enthusiasm in their lessons. They respond well to adults and to each other and have very positive attitudes to learning. They co-operate very well with each other, valuing each other's work or contributions to lessons. In a practical science lesson observed in Year 4, pupils worked very effectively in small groups, supporting each other to organise quite a complex series of tasks efficiently. Consequently the tests were accomplished in good time and

findings were recorded systematically, with all members of each group quite justifiably gaining a great deal of satisfaction from what they had achieved. The majority of pupils sustain good levels of concentration and work well individually. Pupils listen to each other well when reading out to the class their completed work and encourage one another. In an English lesson they clapped spontaneously when other pupils made a good contribution to the lesson. In a small minority of lessons in Key Stage 1, some of the youngest pupils found it hard not to call out and to sit still.

16 Pupils' behaviour in lessons and around the school is good. They respond well to the high expectations of all the staff. School rules and conventions are clearly understood by pupils and parents. The result is a positive climate for learning with no evidence of aggressive or racist behaviour. Misbehaviour is infrequent and when it occurs it is dealt with promptly and effectively. It has little negative impact on learning. Exclusions have not occurred for many years.

17 From an early age pupils establish very good relationships with adults and with each other. They show a good level of initiative and responsibility when raising money for charities such as Blue Peter appeals and when the older pupils help the youngest with their reading. From Year 2 onwards, pupils are able to participate in residential visits to outdoor activity centres and other places of interest. Pupils take part in these activities with enthusiasm and show a sense of pride in their achievements.

18 In recent years attendance has been well below national levels. However, last year pupils' attendance increased closer to the national average. Pupils clearly like coming to school and they are able to achieve good attendance certificates. Pupils are punctual to school and ready to start work promptly. A significant number of parents, however, take their children away from school during term time and this has a negative impact on overall levels of attendance. There is no unauthorised absence.

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

19 Taking account of teaching observed during the week of the inspection, the findings of the scrutiny of pupils' work and of teachers' planning, the quality of teaching is good overall. This is an improvement since the last inspection. During the inspection 64% of the lessons were good or better and of these 26% were very good or excellent. The best teaching was with the under fives and Year 6 pupils where 100% of teaching was good or better. Teaching was good overall at both key stages. Since the previous inspection members of staff have experienced teaching different age ranges and these arrangements have had a positive impact on their practice.

20 In the nursery lessons are well planned and securely based on the new Foundation Stage curriculum. Teachers have an accurate perception of the progress each child is making and they use their findings to plan further work. The teacher and support staff make the best use of assessment information. The consistently good quality teaching, the teacher's knowledge of this stage of learning, as well as the high expectations of what children can achieve, are all factors that contribute towards satisfactory standards and effective learning.

21 Teaching is always satisfactory or better for pupils in reception and of this 50% of teaching is good. Work for the youngest children is based on an appropriate curriculum and there is a good range of suitable activities for them both in and outdoors. Planning is thorough and the teacher's expectations are high, enabling pupils to express themselves confidently, and extend their vocabulary and understanding.

22 During the inspection the teaching in Key Stage 1 was good. The new staffing arrangements are working well and all teachers are intent on improving standards. At the end of the key stage 69% of the teaching was good or better. Where teaching is good, there is high quality planning and lessons start briskly. This was evident in a Year 2 mathematics lesson on 'place value' using tens and units, where there was a quick recap on earlier work and questions to find out how much the pupils had remembered. The pupils were quickly involved in the lesson and effective learning resulted from activities being matched well to pupils' ability. Teaching was less effective in a few lessons where the pace slowed resulting in some pupils losing their concentration.

23 Sixty-nine per cent of the teaching observed at Key Stage 2 was good or better and of this 38% was very good or excellent. The best teaching is characterised by stimulating and perceptive teaching of skills and knowledge. This was the case in an excellent history lesson on 'Britain since the 1930s' where excellent use was made of challenging questions that required pupils to explain their thinking and develop their ideas and understanding forward in a very positive way. The teacher valued all the pupils' responses and pupils were very interested in learning about what life was like for the unemployed. Resources were used imaginatively and creative demands were made on pupils to extend their own learning. Throughout the key stage teachers choose methods that are well geared to the subject and demands of the lesson. Other strengths are the positive relationships that teachers have with their pupils, resulting in pupils working well and making good progress. Productive use is made of time and tasks are matched well to pupils' abilities.

24 Teachers' knowledge and understanding of the subjects is generally good or better. However, it is less secure in information and communication technology where there are limited opportunities to incorporate pupils' learning into a range of subject areas. Teachers are generally effective at stimulating discussions and obtaining ideas from pupils. Sometimes there is insufficient challenge for the higher attaining pupils in literacy lessons or where pupils are not given sufficient opportunity to ask or answer questions in a way which helps them to reinforce their learning.

25 The management of pupils is satisfactory at Key Stage 1 and very good at Key Stage 2. Throughout the school there is a good balance between whole class teaching and activities in small groups and individual work.

26 At Key Stage 2, the underlying strength of teaching arises from the good relationships which teachers have with their pupils. They create a very encouraging atmosphere in which pupils develop confidence and are keen to contribute to their learning. In the best lessons teachers generate a clear sense of purpose in their classes, which motivates pupils splendidly. No time is lost in settling down to work and the classroom and resources are well organised and stimulating. Teachers are generally very good at promoting discussions and obtaining ideas from pupils. In most lessons the standard of questioning is high and well structured to extend the thinking of pupils of all attainments.

27 Teachers plan well at both key stages particularly for literacy and numeracy lessons. They develop pupils' numeracy skills well. They organise well-paced daily mathematics sessions and ensure that pupils apply their knowledge of number in many other subject areas. They measure accurately in design and technology as well as exploring space and shape. In science they sort data and produce graphs. Teachers have a secure subject knowledge and give an appropriate challenge to pupils with different levels of understanding. Ability setting in mathematics in Years 5 and 6 is helping to raise standards, because work is matched well to pupils' prior attainment.

28 Teachers develop pupils' literacy skills well, especially at Key Stage 2. Lessons are

carefully planned and develop pupils' vocabulary well in both spoken and written activities. They incorporate extended writing into literacy sessions. This enables pupils to look in detail at texts such as *Macbeth*, learn new vocabulary and apply it in their writing. Teachers make effective use of books, which supports pupils' learning in most areas. Sometimes there is a lack of challenge in literacy lessons for higher attaining pupils. Pupils are required to write for a range of purposes such as recording their activities in science and describing aspects studied in history and geography.

29 Support staff are used well with the younger pupils in nursery and reception. Staff know the children well, their achievements are continually monitored and the next stages in learning are planned for. From time to time support staff in literacy sessions have very little to do during the first part of the lesson.

30 Pupils with special educational needs and those with English as an additional language have work well matched to their needs and careful planning helps them to achieve their targets. Pupils are supported well by staff both individually and in groups. Support staff make a valuable contribution, helping pupils' progress and standards to improve. Pupils' needs are assessed regularly and the information from these assessments helps staff with their planning, especially in literacy and numeracy throughout the school. There are some inconsistencies with record keeping in reading at Key Stage 2.

31 Overall pupils learn at a good rate because of the high quality of much of the teaching. A particular feature of pupils' learning at Key Stage 2 is their very high level of interest and concentration. Pupils respond well when required to evaluate their own performances in, for example, music and physical education.

32 Before the inspection parents expressed concern about inconsistencies and lack of information about homework at Key Stage 2. Inspectors found that homework is not set consistently throughout the key stage and does not always support learning effectively or make appropriate demands on the pupils. However, recent action taken by the school to improve the organisation of homework is beginning to take effect.

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

33 The school offers a broad and balanced curriculum with appropriate teaching time being allocated to every subject except for information and communication technology (ICT). Overall the provision at both Key Stages 1 and 2 is good. Some specialist teaching, which makes good use of individual teachers' expertise, takes place within Key Stage 2 and results in a greater quality of learning for the pupils. This is particularly the case in music. Detailed curriculum policies with appropriate schemes of work ensure that the planned curriculum for the school meets statutory requirements. However, the provision for ICT does not fulfil statutory requirements at Key Stage 2. This is because inconsistency in the delivery of the subject does not ensure that pupils in all classes have access to the full range of the curriculum. Teaching staff, including subject co-ordinators, are aware that the school's documentation will need to be updated to correspond to the revised National Curriculum and time has been allocated for this within the school's improvement programme.

34 The quality of curriculum provision within the Foundation Stage is very good and includes well-planned coverage of all the areas of learning appropriate to this age group. There is close liaison between nursery and reception classes. This ensures a good measure of consistency, with the experiences offered in reception building well on the provision in nursery.



35 Pupils with special educational needs in all parts of the school are given equality of curriculum provision, through the good work of the special educational needs co-ordinator (SENCO) and the careful planning of class teachers. No formal identification process or modification of the curriculum takes place for gifted or talented pupils. The school ensures equality of access and opportunity for all pupils, including those for whom English is an additional language. Good collaboration between boys and girls and pupils of differing attainments is evident throughout the school.

36 Effective strategies for teaching the basic skills of literacy and numeracy have been developed, including the use of ability setting for both subjects in Years 5 and 6. Teachers take opportunities to incorporate literacy skills within other areas of the curriculum, planning meaningful written activities in subjects such as science, history, geography and religious education. The school is particularly effective in planning for the inclusion of speaking and listening activities across subject areas. In physical education and in design and technology, for example, speaking and listening skills are taught systematically as an integral part of the work. Numeracy activities are also included within other subject areas where appropriate, notably science and music. The inclusion of rotational symmetry in an art lesson was a good example of the use of mathematics in a practical situation.

37 A very high level of commitment by members of staff results in great enrichment of the school's curriculum through extra-curricular provision. The school offers an excellent range of after-school clubs. These vary with the seasons, but over the past year have included a large number of sporting activities including orienteering together with clubs for furniture restoration, music and choir. The school sports teams participate with great success in local inter-school competitions, often achieving first place. A particularly notable example of sporting success is the school's unihoc club, which consists of pupils who are not members of other teams, and which achieved second place in the area competition.

38 The school makes very effective use of out-of-school visits to support the curriculum, for example in scientific studies of wildlife, in geographical work and in theatre visits to support literacy. The planned theatre visit for Year 6 pupils to see *Macbeth* this term is directly related to the work that they are covering in class. The residential trips, arranged for pupils in all year groups from Year 2 through to Year 6, provide very valuable learning experiences, including those for developing personal and social skills and awareness. A new framework for homework has recently been introduced and teachers are beginning to use this effectively to provide pupils with purposeful activities that support learning in lessons.

39 The school provides effectively for pupils' personal and social education through guidance provided within the high quality assemblies, through everyday interactions between staff and pupils and the very wide range of additional and extra-curricular activities. There are clear, thorough and appropriate programmes of work for health education, sex education and awareness of drug misuse. The planned curriculum for health education is excellent and the school is well supported by the school nurse who attends for a ten-week programme.

40 Appropriate links with the community are established to encourage pupils to develop a sense of citizenship. Concerts and school plays are performed for the benefit of community groups. Harvest produce collected by the pupils is donated to a local charity for distribution to the homeless. Visitors to the school include the police, the fire brigade, the school nurse and the local vicar. Pupils from local comprehensive schools assist at the school for work experience.

41 Provision for spiritual development is satisfactory as it was at the time of the last inspection. Collective worship complies fully with its legal requirements and provision is made if pupils need to withdraw from acts of worship. In assemblies opportunities are

provided for prayers, a hymn and time for quiet reflection. Pupils may reflect on particular aspects of life such as friendship or hard decisions, and moral dilemmas. At both key stages, pupils' achievements both in and out of school are celebrated in assemblies. For example in sports, dance, and swimming or involvement in the community such as working for a charity. Parents appreciate the opportunity the school provides to join class and community assemblies. The religious education curriculum contributes to the pupils' spiritual development appropriately. Nursery and reception pupils have opportunities to develop a growing sense of themselves as unique individuals through planned topics about 'Ourselves' and 'My Family'. Older pupils are given the opportunity to reflect on more complex issues such as how the world started and their place in the world, through discussion of various 'creation' stories. Occasionally, the curriculum provides pupils with moments of awe, wonder and curiosity about the world around them. For example, in Year 2 when pupils shared objects from a family christening and in Key Stage 2 during a science lesson when pupils saw the impact of electricity being conducted.

42 Since the last inspection, the good quality of provision for pupils' moral development has been maintained. Parents take the view that the school provides a happy moral environment and teaches positive attitudes and values and that the children use and like the behaviour system. Most pupils have a clear understanding of what is right and wrong, and are encouraged to be truthful and honest and to discuss their views on the morality of each situation. Teachers in Key Stage 1 share stories with moral themes such as belonging to a family and school, friendship, being kind and helpful. In Key Stage 2 themes are built into the curriculum to ensure pupils reflect on increasingly complex concepts such as, justice, fairness, courage, tolerance. They consider and make judgements about whether, for example, home rules, school rules and rules in society are fair and valid. There are also opportunities built into the curriculum for older pupils to consider the human impact on the world of their actions and the actions of others over issues such as tolerance and animal welfare. Last year all pupils were asked to contribute their ideas to the revised behaviour policy. The school has a clear behaviour policy and each class has an imaginative behaviour board that is linked each term to a different subject area. Some opportunities also exist in the curriculum for pupils to take more personal responsibility for their learning and to work independently. In Years 5 and 6 pupils have literacy links with younger pupils, older pupils are encouraged to co-ordinate dance events and Key Stage 2 pupils use the library for individual topic work; however the opportunity for pupils to use computers independently to extend their research skills is underdeveloped. Older pupils are encouraged to take some personal responsibility around the school as monitors and to help nursery children when they join school.

43 The effective provision for social development noted at the time of the last inspection has been developed further, it is now very good and a considerable strength of the school. Parents feel that the school promotes this aspect well. As soon as the pupils join the nursery considerable attention is paid to helping the younger pupils further develop their social skills and they are encouraged to share, take turns, praise each other's achievements. The nursery and reception children join together in social times such as drink sessions, outdoor play and assemblies as soon as they start school. Throughout the school, teachers and support staff ask pupils to reflect on their actions and to consider the consequences of what they have done or are doing, in order to promote an awareness of what is acceptable and unacceptable behaviour. The school has four house teams with house points being awarded for achievement, effort, helpfulness and good behaviour. In classes teachers regularly praise social as well as academic achievements. The school provides many opportunities for pupils to work together and to form effective relationships with their classmates through the many planned visits linked to the curriculum and the wide range of out-of-school activities. The school works hard to include girls and boys in its provision and encourages pupils to develop their unique talents. Parents appreciate the many extra-curricular opportunities the school

provides. In lessons, pupils are encouraged to share resources and to collaborate well, particularly in practical sessions such as art, science, design and technology. Physical education sessions, sports and games are used to foster a team spirit and the residential visits also provide many opportunities for pupils to learn to co-operate, share and work well together. The school annually fundraises for its local senior citizens and for children's charities such as Blue Peter appeals, Compton Hospice, Child Victims of Crime, National Children's Home and the Good Shepherd trust. Older pupils are given the responsibility of organising the Blue Peter 'bring and buy sale' and are invited to suggest ideas for future fundraising events.

44 The provision for cultural development is good, and this is an improvement since the last inspection when it was found to be satisfactory. Good efforts have been made to increase the cultural provision available to the pupils. Pupils learn to value and understand their own cultural traditions through links with the community, a range of educational visits, and some visitors to the school. Theatre companies, musicians and puppeteers are invited into the school. Pupils are also encouraged to appreciate the contribution of European and non-European cultures through the planned curriculum. In music, pupils use a range of musical instruments, learn about notable composers and listen to music from many cultures. In art, pupils are exposed to a range of artists such as Lowry, Pollock and Romane Bierden. There are good opportunities for pupils in Key Stage 2 to learn about different cultures through planned projects in geography. Events such as the Olympic Games are marked through relevant projects. In history pupils learn the contribution made by major figures to society. The opportunity to understand and value different major faiths is well developed in religious education. Pupils are able to develop their own creative skills through art, music and technology lessons. They are also provided with a range of creative and aesthetic experiences by being able to join the choir, take part in dance sessions and experience drama through special theatre visits. The school has a good range of posters and some dual language books, which raise awareness of the major cultures present in contemporary Britain.

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

45 As at the time of the last inspection, the school provides sound care for its pupils. Staff and adults in the school are vigilant, sensitive and supportive of the pupils in their care. Monitoring, promotion and practice of its support, safety and security arrangements are shared by the headteacher, staff and governing body.

46 Procedures for child protection are appropriately established. All teaching staff have copies of the school's policy for child protection. The relevant local agencies are consulted when there is a need. However, formal training for all staff has not been provided yet and guidelines are not included in the staff handbook which is made available to temporary and supply staff.

47 Staff are aware of health and safety practice but clear guidelines and procedures have not yet been established. Health and safety has been reviewed and checks are made to the buildings and grounds to ensure the learning environment is safe. There are good regular arrangements for safety checking of school equipment. There are some health and safety issues and these have been brought to the attention of the headteacher and the governing body.

48 The standard of care of the premises and grounds is satisfactory. The internal décor is very good due to an extraordinary effort by parents and staff who have worked very hard to decorate inside the building and to arrange very attractive and interesting displays around the whole school. A small team of cleaning staff work hard to maintain a clean and attractive

environment in a very large expansive building. This adds very positively to the atmosphere of the whole school.

49 The arrangements for the promotion and monitoring of behaviour are very good. Staff, pupils and parents are clear about the school's expectations. This underpins the caring atmosphere which the school community enjoys and ensures aggressive or racist outbursts are unlikely to occur. The school has good strategies for dealing with any incidents that occur. The promotion and monitoring of attendance is established effectively with very good systems and management. Classes are currently competing for the best attendance and at the time of the inspection two classes had already achieved 100% attendance for a week. Pupils and parents are equally clear about what the school expects for attendance, punctuality and authorisation of absence through promotion in school letters. Effective monitoring arrangements ensure the school can react to any issue very quickly. There are very good links with the educational social worker.

50 The school nurse provides excellent support to the school including the provision of medical checks and support when there are child protection issues and linking with all teachers to identify and follow up any medical concern about pupils.

51 Procedures for assessing pupils' attainment and progress in the nursery and reception classes have improved since the last inspection and arrangements are now good. A profiling system has been developed in the nursery based on the early learning goals in the foundation years. This scheme is being continued through reception so that teachers may assess whether pupils have achieved the goals as they prepare to enter Year 1. A Wolverhampton accredited assessment of pupils is carried out when they enter reception and the information is used to support teachers' planning of the curriculum.

52 The quality of day-to-day assessment is good. Well-chosen learning objectives for each lesson are shared with the pupils. Pupils are assessed on how well they have achieved the objectives and this helps teachers to plan future work to match pupils' learning needs. Satisfactory use is made of information from statutory and annual assessments to guide curriculum planning. For example, establishing ability sets for mathematics and English for Years 5 and 6. This is beginning to have an impact on raising attainment. Overall, not enough attention is given to establishing accurate levels of attainment in relation to the National Curriculum. This is especially the case at the end of Key Stage 2. The school recognises the need to develop more precise systems to track the performance of individual pupils and set targets for improvement. Teachers have begun to set targets for pupils at the end of Key Stage 1. The development of a whole school assessment policy has been identified as a priority by the senior management team and the deputy headteacher has recently taken over as assessment co-ordinator. She has plans in place to cover all aspects of monitoring and assessment of pupils. Insufficient use is made of nationally produced data packages to support target setting and school improvement.

53 The schools' special needs policy clearly states the criteria by which pupils with special educational needs are identified. The policy is based firmly on the Code of Practice. Pupils' special needs are identified and parents are notified about concerns and invited to discuss these with the appropriate staff.

54 Pupils' personal development is monitored well by the staff. There are no formal arrangements but teachers know their pupils well. This good level of personal knowledge of their pupils is enhanced by positive relationships and the pupils' confidence in their teachers. Parents are appreciative of the care given to their children's personal development and the open door policy which allows parents to play a part in their children's welfare at school.

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

55 Parents take the view that this is a very good school. There is a regular core of parent help in classrooms and most parents feel they are welcome to help at any time. Social events for staff and parents are well supported. Parents have a very good commitment to the school through the support they provide. With staff, they have decorated many parts of the school and this has a significant impact on the school environment, giving it a warm welcoming atmosphere. There are very high levels of attendance at school activities, such as performances and assemblies. Parents provide considerable support for <sup>2</sup>Friends of Perry Hall which raises large and frequent amounts of funds. A significant amount has been used to finance the computer equipment throughout the school. New curtains for the hall have also been provided through fundraising efforts.

56 The effectiveness of links with parents is very good. There are well-established communications between staff and parents. Staff get to know and understand their pupils and their families very well. Parents and carers respond positively to commitments to work with the school to maintain high standards of behaviour and support of the home-school agreement. This clearly sets out the respective responsibilities of the school, the family and the pupils. Parents show a good level of interest in the work of the school and know their children are happy in school. Parents of special educational needs pupils are informed about their child's progress from an early stage and are appropriately involved in special needs reviews. At the pre-inspection meeting with inspectors, parents expressed a concern about the arrangements for homework at Key Stage 2. Since then the school has provided new homework notebooks to make the arrangement clearer to parents.

57 The quality of information provided by the school, on a daily basis, is very good. Parents feel they are well informed and have good notice of school activities. The prospectus and governors' report to parents provides all the necessary information. However, the presentation and format of the governors' report means that it is not an easy read. There is good quality and quantity of information that informs parents and pupils about all aspects of the school's work and the achievements of the pupils. However, some parents would like to know more about what their children are going to learn. Pupils' annual school reports are detailed and informative, telling parents about what pupils can do and what pupils should improve on next term and the achievements their children make. These reports are reviewed with parents.

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

58 Since the last inspection the key issues related to management have been addressed effectively. At that time the amalgamation that formed the primary school had only recently been completed and the development of a whole school ethos and structure was in its early stages. Since then developments such as the provision of a new nursery unit within the school, the connecting of the infant and junior buildings and the opportunities given to staff to teach and manage across the whole school have been effective in unifying the school. The school development plan now takes account of longer-term view and spans three years instead of just one. The school day has been revised and teaching time is now in line with the nationally recommended provision. The role of subject co-ordinators has been extended in a variety of ways and they are now in a position to influence the development and provision in their subjects across the whole school.

59 The headteacher provides very effective leadership and a secure sense of educational direction to the school. He is strongly supported by a very capable deputy

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<sup>2</sup>Friends of Perry Hall - The school's parent-teacher association.

headteacher and a hardworking staff who have a good level of commitment to school improvement. This has enabled the school to develop its identity as a primary school at the same time as improving the quality of provision and responding effectively to national initiatives.

60 The school has developed a systematic and effective approach to the monitoring of teaching and the planned curriculum. The headteacher and deputy headteacher have received training to enable them to monitor standards of teaching and learning effectively. Teaching is monitored through the scrutiny of lesson planning and the direct observation of lessons. Teachers receive feedback from observations and targets for further improvement are agreed. These arrangements are proving effective in promoting the rising quality of teaching and the maintenance and improvement of the quality of pupils' learning across much of the curriculum.

61 The role of the subject co-ordinator has been broadened since the last inspection. Co-ordinators are responsible for monitoring the teachers' planning in their subjects on a termly basis and from time to time they scrutinise representative samples of work from across the school. Curriculum co-ordinators also have some opportunities to directly monitor teaching in the subjects for which they are responsible. They make a written report of their findings and these are used to establish targets for improvement, which are then fed into the school's whole development plan. Co-ordinators have been responsible for completing policies and schemes of work in their subjects and are currently involved in making adjustments to ensure that the curriculum is in line with the new requirements of Curriculum 2000. From time to time they lead staff training in their subjects and the benefits of this are noticeable in the good level of teachers' subject expertise across most of the curriculum. However, there is still a need to develop teachers' expertise in the teaching of information and communication technology, particularly at Key Stage 2.

62 After the last inspection, the school's responses to the demands of the key issues for improvement were built into a post inspection action plan, progress through these was carefully evaluated by the senior management team and the school has made a good rate of improvement since the last inspection. The current school development plan is a comprehensive document and includes the costing of initiatives for improvement. The targets for improvement confirm that the school is self-critical about its strengths and weaknesses and recognises realistically which aspects of provision require improvement. For example, the need to refine assessment practices and to analyse test results more carefully. Each priority has sensible targets against which to measure the effectiveness of actions taken. There is a member of staff named to lead each initiative. The progress against these targets is carefully evaluated at regular intervals by the headteacher.

63 Targets set for achievements in national tests and assessment at the end of Year 6 have been exceeded both in 1999 and 2000. Although the school uses teachers' assessments and results from optional tests undertaken by pupils at Key Stage 2, these are not analysed carefully to identify patterns of achievement. This results in an underestimate of what pupils are able to achieve by the end of the key stage. Pupils in Years 2 and 3 are involved in setting their own targets for improvement, and these are reviewed at regular intervals. However, there is no overall system for setting pupils individual targets for improvement in Key Stage 2.

64 The governing body is most supportive of the school and many of the governors know the school very well. The governing body is appropriately involved in budget setting, in monitoring of expenditure and ensuring that the school receives good value for its expenditure. Longer-term spending patterns and plans for the future are reviewed. The current deficit evident in the school's budget results from payments made from the school

budget to enable the new nursery to be completed. By careful management of the school's financial resources the budget has been reduced by 50% between financial years 1999-2000 and 2000-2001 and has been reduced to 0.5% of the total budget with predictions that this will be cleared by the end of school year 2001-2002.

65 The headteacher keeps the governing body informed about the direction that the school's work for improvement is taking and they agree the content of the school development plan. Individual governors are nominated as having oversight of aspects of the curriculum such as special educational needs, literacy, numeracy and information and communication technology and they meet with the relevant co-ordinators from time to time. This means that the governing body has a general picture of the school's strengths and weaknesses. However, their involvement in overseeing and evaluating the curriculum is underdeveloped, as is their role in suggesting and considering options for school development. The governing body fulfils its statutory duties appropriately.

66 Arrangements for appraisal have been effectively subsumed within the school's systems for monitoring teachers' performance. The governors have arrangements in place to set the headteacher and deputy headteacher annual performance targets.

67 Additional grants for special educational needs and ethnic minority support are used effectively to provide additional support for pupils. The specific grants to support the introduction of the National Literacy and Numeracy Strategies have been spent wisely. The school has a reasonable number of suitably qualified teachers, many with considerable experience of teaching in the primary phase of education. Because of budget constraints the amount of time allocated to supporting pupils with special educational needs by the special educational needs co-ordinator has been slightly reduced. However, the school makes the most efficient use it can of the co-ordinator's time and overall, pupils receive a good level of support. There are appropriate arrangements in place to assist the induction of newly qualified teachers and staff new to the school. The expertise of individual members of staff is used effectively to develop that of other teachers. The administrative staff and some teaching staff do not always use new technology that is available to them effectively.

68 Since the last inspection the school building has undergone extension, through the addition of the new nursery unit and considerable refurbishment. Much of the refurbishment, decoration and furnishing of the school has been possible because considerable fundraising by the school's Parent and Friends Association and the hard work of the staff. The result is that most of the school provides a bright and attractive learning environment. The school has library areas in both key stages, these are well organised, but currently under used as a teaching resource.

69 The school aspires to a clear and appropriate set of aims. These demonstrate a strong commitment to providing a positive and stimulating learning environment, enabling pupils to develop self-esteem and self-discipline, value others and raise the standard of education and achievement. These aims are being very well met by a hard-working staff. They demonstrate daily a concern for the achievements and well-being of the pupils they teach, ensuring equal opportunities for all pupils and the promotion of high standards.

70 Most pupils enter the school with levels of knowledge and understanding that are expected for their age. The school promotes good personal development and pupils' attitudes to school are good. Overall, the quality of teaching is good with a significant amount of very good teaching. The pace of learning and achievement overall is good. The financial allocation for educating each pupil is slightly above the national average. In the context of all these factors the school is judged to provide good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The inspection team recognises that the school has worked hard to improve standards and maintain a broad and balanced education for its pupils. To continue this work the headteacher, staff and governors should now:

- 1 **\*Raise attainment in information and communication technology, particularly at Key Stage 2 by:**
  - providing training opportunities for teachers who need to increase their expertise in this subject;
  - ensuring opportunities for the use of information and communication technology are included in all subjects (except physical education) and that pupils are taught ICT skills systematically throughout the school.  
*(paragraphs 9, 14, 24, 33, 61, 141 - 145)*
  
- 2 **Review the current assessment policy, ensuring:**
  - a consistent whole school approach to identifying and recording precisely the levels of attainment pupils are reaching in relation to the National Curriculum;
  - setting of individual targets and planning of the curriculum are based on more precise information about pupils' achievements.  
*(paragraphs 52, 62)*
  
- 3 **Ensure that governors are able to fulfil their role as the school's 'critical friend' by:**
  - defining more closely the part they play in overseeing the work of the school;
  - developing the function of governors' committees so that members have a more precise understanding of the work of the school, particularly in relation to the curriculum and standards that pupils achieve.  
*(paragraph 65)*

**In addition to the areas for improvement above the following less important issue should be considered for inclusion the school's action plan:**

- Attend to the health and safety issues that have been brought to the school's attention.  
*(paragraph 47)*

*\*The inspection team acknowledges that the school has already identified the improvement in standards at Key Stage 2 in information and communication technology within its development plan and that resources have recently been put in place to enable improvements to take place.*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	22	38	37	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	394
Number of full-time pupils eligible for free school meals	N/a	41

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	38

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	7.9
National comparative data	5.4

#### 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
	1999	38	20	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	32	34
	Girls	20	20	19
	Total	53	52	53
at NC level 2 or above	School	91 (76)	90 (80)	91 (83)
	National	82 (81)	83 (85)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	35	34
	Girls	20	19	19
	Total	51	54	53
Percentage of pupils at NC level 2 or above	School	88 (80)	93 (85)	91 (86)
	National	82 (65)	86 (65)	87 (72)

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
	1999	24	30	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	15
	Girls	28	22	25
	Total	44	40	40
Percentage of pupils at NC level 4 or above	School	81 (83)	75 (66)	74 (81)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	15
	Girls	19	23	22
	Total	31	36	37
Percentage of pupils at NC level 4 or above	School	57 (79)	67 (72)	69 (72)
	National	68 (65)	69 (65)	75 (72)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	12
Black – African heritage	0
Black – other	0
Indian	22
Pakistani	2
Bangladeshi	0
Chinese	0
White	358
Any other minority ethnic group	0

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	28
Average class size	28

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

Total number of education support staff	5
Total aggregate hours worked per week	128

#### **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	62

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

### **Financial information**

Financial year	99-00
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	£
Total income	685221
Total expenditure	718163
Expenditure per pupil	1739
Balance brought forward from previous year	26006
Balance carried forward to next year	-6936

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

### **Questionnaire return rate**

Number of questionnaires sent out	424
Number of questionnaires returned	126

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	37	2	0	0
My child is making good progress in school.	60	36	2	2	0
Behaviour in the school is good.	48	41	6	3	2
My child gets the right amount of work to do at home.	28	33	21	7	12
The teaching is good.	52	40	5	1	2
I am kept well informed about how my child is getting on.	44	46	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	56	35	4	5	0
The school expects my child to work hard and achieve his or her best.	61	33	6	0	1
The school works closely with parents.	33	48	11	5	3
The school is well led and managed.	41	47	8	4	0
The school is helping my child become mature and responsible.	48	43	6	2	2
The school provides an interesting range of activities outside lessons.	37	33	17	2	10

## **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**

71 In the 1996 report the education of children under five was considered to be effective although there were some differences in provision in the nursery and reception classes. During the current inspection it was obvious that the school had made very good progress to unite nursery and reception classes as the Foundation Stage. Planning, assessment and development is firmly based on the new Foundation Curriculum.

72 The nursery unit is now well established in the new building. Because it is linked to the reception class, staff are able to work together closely in delivering the curriculum for these young children. The overall good teaching is having a positive impact on children's learning.

73 On admission to the nursery the majority of children have levels of attainment which are broadly average although a few have delays in the development of their speech and language. Their achievements on moving to the reception class, when measured on the Wolverhampton accredited assessment scheme, indicate average attainment overall and children continue to make satisfactory progress. By the time they are ready to start in Year 1, the majority of children achieve well and attain the early learning goals in communication, language and literacy, mathematical knowledge and understanding of the world, physical and creative development. This is due to good teaching in these areas of learning. In personal, social and emotional development the teaching is very good and almost all children exceed the goals.

74 There is a clear system for assessment of children's work and development which is used to inform further planning of the curriculum. A comprehensive profile of children's achievements is being developed for use through nursery and reception classes. This scheme, which begins before children come to nursery, involves home visits by staff and contributions from parents who continue to be involved in their children's education throughout the Foundation Stage. Frequent letters to parents keep them informed of school events and how they may support them. Information about the curriculum, based on the six areas of learning that children cover, is posted for parents and carers to read when they bring and collect their children. Parent helpers can often be seen working in nursery and reception classes, where they provide effective support for individuals and groups of children.

75 All nursery children either have a morning or an afternoon session in the nursery before transferring to the reception class to start full-time attendance. This occurs either in September or January of the academic year in which they become five. Sixty children attend the nursery on a part-time basis and of the 22 children currently in the reception class, 19 have attended the nursery.

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

76 This area of learning is particularly well taught and by the end of the reception year most children will have exceeded the early learning goals. Children enjoy coming to school and show enthusiasm for their learning. They are well behaved and friendly, reflecting the very warm and caring relationships that exist between the children and staff in both year groups. Adults provide very good role models and always treat each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to understand one another's point of view and the difference between right and wrong. Children play well together both as part of a group and independently, take turns and ask for help when they need it. They respond positively to new activities and enjoy their work especially when

they can see a good reason for what they are doing. Children in nursery and reception made and iced biscuits. They knew that these were for a special occasion when they met to share a drink and biscuits, with the opportunity to enjoy conversation. Children in both year groups are very attentive and many of them are able to sustain interest in their activities for a good amount of time.

77 Most children show independence in dressing and personal hygiene. In reception some children were seen helping others with buttons and shoes as they changed for physical education. Adults promote children's personal development effectively by ensuring that the equipment and resources that the children use are labelled and easily accessible and help them to become independent.

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

78 Children's attainment is in line with the expected standard by the end of reception. In both the nursery and reception classes children are keen to communicate and express their ideas. Children listen intently to stories and are eager to join in with repeated words or stories with which they are familiar. For example, nursery children join in confidently with nursery rhymes and reception children enjoyed saying their poem 'The wide-eyed owl' to illustrate the theme of circles in a mathematics activity. They enjoy contributing to class discussion, acting out plays and telling their news. They are able to listen to others and wait their turn. Adults use talk to good effect and are good listeners, showing children that they value their efforts at communicating.

79 Children enjoy books and handle them carefully. They know that print carries meaning and in the reception class are beginning to read key words using a range of strategies, including initial letter sounds and using illustrations as prompts. By the end of the reception year children are familiar with different features of a book and use terms such as author, illustrations, pages and front and back cover. One child pointed to the bar code and said, "In the shop they point a red light and it tells you how much it costs". In nursery all children are asked to recognise their own name on a board as they arrive for the morning or afternoon session. Reception children are beginning to write their own names. Most children make attempts at writing whatever their stage of development, as there are supplies of paper and writing materials for them to use in role-play and writing areas.

80 The teaching of communication, language and literacy is good. Teachers interact well with the children, providing a wide range of activities to develop their spoken and written language.

### **Mathematical development**

81 By the end of the reception year most children will have achieved the Early Learning Goals for mathematics. In nursery some children can count to five and they can sort objects by size and shape and colour. Records are kept of their growing knowledge and understanding. Reception children can count and recognise numbers to 9, some can climb the number ladder to 20 and a few are able to count to fifty and beyond. Most children in reception can name basic two-dimensional shapes such as circle and square and have been introduced to names of solid shapes such as cylinders and spheres. During one mathematical activity the teacher told the children that an orange is a sphere and they discovered that a segment cut through was a circle. One child remarked "My head is like a sphere". When making biscuits the children were helped to measure and weigh the ingredients.

82 The teaching of mathematical development is good. Teachers provide an interesting

range of activities for children to practise and consolidate their learning.

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

83 Children's development of knowledge and skills in this area is satisfactory and by the time they enter Year 1 they are nearly all achieving the early learning goals. Children enter the nursery class with a basic general knowledge and build on this to learn about the place where they live and how they have developed since they were babies. In both nursery and reception classes children studied topics about 'Ourselves' and when they enter reception adults take photographs of their first days in uniform so that children may see how they develop throughout the year. In both year groups children make visits into the community to identify local landmarks and different types of buildings. Nursery children plant daffodil bulbs and all children have many opportunities to observe growing plants within the classroom.

84 The children learn to use the computer with adult support and there are opportunities to work independently. For example, in the nursery, children are encouraged to take their learning forward and experiment using the knowledge they have acquired. In reception, a group of three children chose to work on the computer while waiting for the rest to change for physical education. Some can control the mouse, use the space bar and return key and recognise many letters on the keyboard. In reception some children were able to use a tape recorder independently. Children are encouraged to work independently and make discoveries; in links with a mathematical activity on circles one child found a magnifying glass and was fascinated. "It's a circle and I can make this bigger." He carefully selected only circles to view as he moved around the classroom and added examples to the set of circles started by the teacher.

85 They learn about different religions and this term will hear about the story of Rama and Sita and celebrate the Hindu festival of Diwali as well as Christmas.

86 In both year groups children can select tools safely to construct and build. They have a good sense of how things join together and are often imaginative in the ways designs can be improved for example when using large construction apparatus.

87 Teachers in both nursery and reception provide children with interesting and practical activities to enable them to develop an understanding of the world around them.

### **Creative development**

88 In this area children's attainment and progress is satisfactory and they achieve the early learning goals by the end of reception. In the nursery they make faces from playdough and in reception learn to print using different objects. Pupils enjoy taking part in the various imaginative activities that are provided for them. They hold long conversations and enjoy going in to the telephone box to call up a friend. They are able to sustain aspects of characters for long periods of time and both boys and girls dress up and push their babies in the pram as they go shopping. Adult interaction is a positive feature and challenges children to respond and extend their exploration and learning.

89 All children enjoy singing and they have a wide repertoire of songs which are frequently used in other areas of learning to consolidate what they know and understand. They can clap rhythms, sing rhymes and repeat a series of beats. There are music areas in both nursery and reception where children are able to experiment and compose their own music.

90 Teachers devise a good range of activities to promote creative development.

However, at times, adults direct activities too much and children do not have enough opportunities to develop their individual creative skills and show what they can do. Provision for role-play in both year groups is good, especially in the nursery where children use props and other resources with great imaginative skill.

### **Physical development**

91 The imaginative use of the outdoor play area has been a major factor in promoting physical and social development within and across nursery and reception classes. Children make good progress in the development of their physical skills. They can run, jump, balance and climb using a good range of equipment and they show awareness of the needs of others and the importance of safety as they are aware of their own spaces and the space of others.

92 In reception, children speak about changes in their bodies. During physical education, for example, they know that at times they get breathless, sometimes get hot and could say why they change for physical education. Both nursery and reception children make good use of the hall where they can roll a ball and learn to throw and catch bean bags.

93 Children learn to use construction kits and small equipment. Malleable materials and tools are used safely and with control and a few children use scissors skilfully for their age.

94 Staff ensure that children have ready access to small equipment and tools when undertaking practical activities. They plan to ensure that reception children have regular access to outdoor play and the opportunity to use wheeled vehicles, the slide and the tunnel.

### **ENGLISH**

95 The results of the 1999 assessment and tests at the end of Key Stage 2 indicate that standards in English were above the national average. The proportion of pupils who reached standards above those expected for eleven-year-olds was above the national average and when compared with similar schools. Test results for the end of Key Stage 1, show standards to be above the national average in reading and writing. When compared with similar schools standards were in line with average. The proportion of seven-year-olds that reached higher standards was well below in reading and close to the national average in writing.

96 Inspection findings reflect the recent 2000 test results and indicate that in both key stages the level of attainment for speaking and listening, reading and writing is in line with the national average.



97 By the end of Key Stage 1, most pupils talk confidently, listen well to instructions and communicate appropriately with each other and the adults who work with them. As they get older they show greater confidence and develop their ideas thoughtfully. Pupils in Key Stage 2 talk with more confidence and most listen carefully making mature responses to questions. Pupils have some opportunities in lessons to develop drama skills as they read plays and they take part in dramatic productions that are organised during the school year. By the end of Key Stage 2, they listen with good concentration, responding accurately to questions and begin to use their skills to justify their viewpoint. There are many examples of speaking and listening skills being well promoted during English lessons. Good examples were seen in particular, in Year 2 during a plenary session and in Year 6 when the whole class were discussing *The Deathwood Letters* by Hazel Townson. Speaking and listening skills are generally well promoted in all curriculum areas.

98 Standards in reading are in line with the national average by the end of both key stages. Pupils in Year 1 discussed *The Giant Sandwich* by Julia Jarman and completed activities to develop basic reading and writing skills. By the end of Key Stage 1 most pupils recognise familiar words and initial sounds. They read showing a good understanding of the text and with good expression. They use the pictures and the sounds to guess new words. By the end of Key Stage 1, pupils read a wide range of different texts, for example in Year 2, they read and discuss the story of *The Lighthouse Keeper's Lunch*. Pupils identify the title and author of the books they read and begin to use their knowledge of sounds to help them. A few are able to predict what might come next in the stories they read. As pupils move through Key Stage 2, they read with a growing understanding of the text, confidence and fluency. Many pupils develop strategies to help them decipher unknown words. Most pupils learn how to use texts with reasonable accuracy to find out information and talk about fiction and non-fiction books but a few pupils in Year 6 are confused between fiction and non-fiction books. By the age of eleven pupils confidently read information books such as *The Strange and Lonely Life of Vincent Van Gogh* and plays such as William Shakespeare's *Macbeth*.

99 At the end of both key stages standards in writing are in line with those seen nationally. In Key Stage 1, most pupils make good progress in their use of language as they develop basic skills in exploring text to gain information and understanding. Pupils learn how words are used, begin to extend their vocabulary and have a good understanding of what a sentence is. Most pupils demonstrate the confidence to write independently from an early age. They begin to form letters correctly although a few pupils with special educational needs have great difficulty. More able pupils begin to join their letters and handwriting begins to show consistent size of letters. Work is usually well presented and the majority of older pupils begin to develop a cursive script. Handwriting skills are used well in all other areas of the curriculum. By the end of Key Stage 1, pupils begin to write in sentences and most have some idea of when to use a capital letter and a full stop. They spell familiar words independently and begin to use dictionaries and thesauruses to help them. Older pupils at the end of Key Stage 2, write for a wide range of purposes and audiences. For example they write about whether it is better to wear a school uniform or not. All learn how to write notes, poems, instructions and summaries of events. They learn to draft and redraft their work in order to improve the quality of their writing. Presentation of work is generally sound.

100 Progress is good overall. The majority of pupils in both key stages make good progress in the development of speaking and listening skills, reading and writing. Pupils with special educational needs generally make good progress in relation to their individual targets. Pupils who speak English as an additional language make similar progress to their classmates over time and during lessons.

101 The quality of teaching in the literacy hour is good overall. Teachers have worked hard to implement guidance and materials of the National Literacy Strategy into their teaching. In

the best lessons teachers show good subject knowledge and support staff are used effectively. Lessons are well planned and activities are well resourced and matched to the pupils' needs. This promotes pupils' good attitudes to learning which are evident in both key stages. Pupils generally sustain concentration well, work hard and co-operate well. They develop good relationships with each other and with adults. Teachers establish positive relationships and so pupils enjoy their lessons. They are well motivated, responding diligently to the tasks they are given. Teachers' questioning is challenging, they have high expectations regarding behaviour and classes are managed effectively. In response pupils settle quickly to work, show high standards of behaviour and usually demonstrate good listening skills. However, there are occasions at Key Stage 1 when classroom management is not firm enough and pupils are allowed to call out inappropriately. Thus listening skills are not well promoted. Marking is not only supportive but also tells the pupils what they need to do in order to improve. Teachers' reading records are not explicit and do not specifically identify what pupils are having difficulty with. Higher attaining readers are not always challenged with the texts they read at school. Displays in classrooms celebrate the work of the pupils and in the best instances reinforce literacy skills taught. Teachers keep sound day-to-day assessments on individual pupils.

102 Assessment procedures for English are sound and teachers have begun to use this information to determine sets in Years 5 and 6 and ability groups lower down the school. Some classes have begun to develop group targets for pupils. Words are learnt in both key stages with the aim of improving standards of spelling, but there is no consistent spelling programme followed by all teachers. Teachers evaluate their lessons and comments on planning forms indicate that this valuable information is sometimes used to inform future teaching and planning. However there is no consistent approach where assessment systematically informs the next step of learning in English. The co-ordinator is aware of the need to update the policy and the guidelines for teachers, develop drama opportunities for all pupils in light of Curriculum 2000 and become more aware of procedures in English in other parts of the school, in particular in Key Stage 1.

103 Resources are adequate to teach the literacy hour. All classes have class libraries, which are appropriately stocked. There are now three separate library areas within the school. All are in the process of development. The headteacher is aware of the need to develop clearer sign-posting and to make these areas more comfortable and 'reader friendly'. There is little evidence to show that information and communication technology is used to support the subject. The English curriculum is enhanced by visits to the local theatre. Years 4, 5 and 6 all have visits planned for the near future. Literacy skills are well promoted throughout the curriculum.

## **MATHEMATICS**

104 By the end of Key Stage 1 and Key Stage 2 attainment is in line with the national average. In the 1999 National Curriculum tests at the end of Key Stage 1, pupils' results were close to the national average. The number of pupils reaching the higher level (3) was well below the national average. Performance in relation to that found in schools with similar characteristics was well below the national average in 1999. Predictions of attainment at Key Stage 1 in the current year indicate at least average levels of attainment at level 2 or above, with below average number of pupils achieving the higher level 3.

105 At Key Stage 2, attainment at level 4 or above was close to the national average. The proportion achieving the more challenging level 5 was close to the national average. Standards in mathematics at Key Stage 2 were in line with those achieved in similar schools. The school anticipates that there has been an improvement on the 1999 results in the last reporting year. Overall standards have improved steadily in the last three years especially at Key Stage 2. Pupils make satisfactory progress as they move through Key Stage 1, from their average level of attainment on entry to the reception class. There is evidence that the intensive focus on numeracy in the current year is having a positive effect on standards, especially at Key Stage 2. Pupils with special educational needs and those who speak English as an additional language, make good progress and achieve standards at least in line with their prior attainment.

106 The school has implemented the numeracy initiative successfully and teachers are using the structure well especially at Key Stage 2. Teachers have been provided with additional training and support in their organisation and delivery of the mathematics curriculum. Secondly, the school has recently decided to group pupils in Years 5 and 6 on the basis of their prior achievement. Teachers are now able to focus more clearly in their planning on the needs of the pupils. Standards are improving throughout the school and those achieved by pupils in Year 5 show a more promising picture for end of key stage results in 2001 and the school is on course to meet its targets for 2002.

107 Pupils have access to the breadth of the National Curriculum in mathematics and there is a satisfactory balance of experience through the school, although there was less evidence of data handling in Key Stage 1. In Key Stage 1 pupils acquire a secure foundation in number, shape and space. They add and subtract accurately with numbers of increasing size and measure accurately with standard and non-standard units. They successfully perform simple multiplication calculations based upon familiar tables. They can describe accurately the key attributes of two and three-dimensional shapes, and recognise time and clock faces. There is provision for practical mathematical activities throughout Key Stage 1 and they use appropriate mathematical language such as 'heavier/lighter' and 'taller/ shorter'. The quality of learning for pupils in Year 2 is very good, with high expectations and stimulating teaching. Pupils are set tasks according to their ability and they are enabled to make steady progress. The next stage in the process to set individual and group targets has commenced so that standards can be raised further. Scrutiny of pupils' work show that they are tackling increasingly challenging work.

108 At the end of Key Stage 2 pupils carry out mental calculations with growing confidence. They carry out straightforward calculations in their heads and when appropriate, use calculators to check their answers. Year 6 pupils have tackled a wide range of work. They have successfully covered fractions, decimals and percentages, long multiplication, the attributes of two- and three-dimensional shapes, area and perimeter of regular and compound shapes by formula. They work with money and measures, including distance and temperature as well as time, weight, capacity and speed. They are able to plot and read graphs. There is a good balance between the different elements of the mathematics curriculum. By the end of Year 6, pupils are familiar with and can interpret confidently, pie charts, bar charts and line graphs. There is good use of practical activities within the numeracy structure.

109 Provision for investigative work is a positive feature and contributes to the development of pupils' thinking. They confidently use calculators to provide answers as seen in a Year 6 lesson where they demonstrated a secure understanding of multiplication and division with 10, 100 and 1000. There has been an improvement in standards since the previous inspection at Key Stage 1 where standards were found to be below the national average. The quality of learning is satisfactory at Key Stage 1 and good at Key Stage 2.

Teachers have an increasingly secure grasp of the standards which pupils should be achieving. Challenging work is provided for the higher attaining pupils and the use of specialist teaching is very effective in securing pupils' learning. The most successful teaching is underpinned by clear objectives identified in the high quality planning, the high expectations of teachers and the brisk pace of the best lessons. These factors, together with the effective support provided for pupils with special educational needs, have contributed to the improvements, which are evident in lessons across the school. These are enabling the rise in standards throughout the school. The oldest pupils show a secure grasp of tables and of the strategies necessary for accurate mental calculations. Teachers recognise the importance of these and pupils are provided with plenty of opportunities to practise. The development of mental mathematics is well established throughout the school and practical activities are used well to support this. The school is continuing to build upon pupils' problem-solving skills and encourages pupils to use appropriate mathematical language.

110 Pupils have positive attitudes towards mathematics and they work well together. When the teaching is stimulating they are attentive and co-operative. This was seen in a Year 2 lesson where pupils were working on tens and units and Year 5 and 6 lessons on multiplication of numbers. The quality of teaching was good or better in 75% of the lessons observed across the school. This is a considerable improvement on the mainly satisfactory teaching identified at the last inspection. Teachers subject knowledge is now good and has been supported well by the structured nature of the National Numeracy Strategy. Where teaching is best, teachers inspire pupils to greater efforts and learning objectives are always shared with pupils as the session begins. There is effective use of both whole-class teaching and group work within each class and planning is of a high quality particularly at Key Stage 2. Marking is consistent in quality and use is made of developmental comments to give pupils guidance as to how they can improve their work.

111 Teachers provide some opportunities for the use of mathematics in other areas of the curriculum, particularly in science. Information and communication technology makes a limited contribution to supporting the mathematical curriculum. Procedures for assessing pupils' progress are satisfactory and there is good use made of assessments to inform planning. There is regular use of standard and other test material to support teachers in their planning. The co-ordinator is very knowledgeable about the National Numeracy Strategy and its potential for the teaching of mathematics in the school. She provides very effective management for the subject and, together with the Key Stage 1 co-ordinator, has successfully guided teaching in this subject. The quality of the management, as well as the effects of the National Numeracy Strategy, are the main reasons that the school is doing as well in this subject. The school is well resourced for teaching mathematics.

## **Science**

112 Results in the National Curriculum assessments at Key Stage 1 in 1999 indicate standards that are broadly in line with national averages overall. Results in tests taken towards the end of Key Stage 2 have been steadily improving since 1996. However, there was a marked decline in 1999 when results were below the national average. Early indications from the currently unmoderated results from 2000 show a considerable improvement on the 1999 results.

113 The findings of the inspection are that pupils' attainments in science are in line with national averages by the end of Key Stage 1 and above national averages by the end of Key Stage 2. At Key Stage 2, this represents an improvement in standards since the last inspection.

114 Pupils at the end of Key Stage 1 are able to make observations and comparisons between objects. For example, they can sort foods into groups according to whether they are useful to humans for energy, 'body-building' or health promotion. In considering the human body, many Year 2 pupils know that the heart pumps blood around the body. They can identify the changes which take place after exercise and are able to state clearly that the body gets hotter, that breathing is quicker and that the heart beats faster.

115 Sound progress is made throughout Key Stage 1. Pupils in Year 1 learn to pay appropriate attention to health and safety when handling food during their investigations into taste as an aspect of work on senses. They can use correct vocabulary in describing the senses of touch, smell, sight, hearing and taste and in naming the body parts associated with each of these. Examination of pupils' work indicates that, during the school year, Year 2 pupils cover an appropriate range of science work. They learn how to complete investigations, for example when testing a toy car to see which surfaces are best for its movement. They are able to state that the car moves best on a smooth surface and they record their results effectively using a simple table. They can make scientific observations, for example in recording the visible states of ice as it melts over a period of time.

116 Pupils in Year 6, at the end of Key Stage 2, demonstrate a thorough understanding of all the required programmes of study. For example, they can discuss and explain electrical circuits, incorporating batteries, bulbs, motors and switches. They select suitable equipment to show that they can demonstrate how a particular device can be made to work in an electrical circuit.

117 Good progress in learning is made at Key Stage 2. In Year 3, for example, pupils make effective observations of different types of rocks. They learn about the need for fair testing and are able to make appropriate suggestions for testing the hardness of the rocks, then to record their findings. Pupils in Year 4 learn to gather appropriate materials and to record their discoveries when testing materials to see if they are electrical conductors or insulators. Year 5 pupils work competently in making relevant observations using magnifying glasses, to identify the presence of air within sponges and between particles of sand. They learn effectively aspects of scientific process such as observation, making hypotheses and recording findings systematically. Examination of pupils' work completed over the last year indicates that pupils complete a wide range of high quality science work. Year 6 pupils, for example, can identify parts of plants including their reproductive organs. They gain understanding of other living things and can use classification keys effectively. They study the functions of various parts of the human body and can describe, for example, the heart and blood circulation. They learn about electrical circuits and how to use correct symbols for the apparatus used. They use correct terminology for forces, such as gravity, friction, push and pull.

118 Overall, the standard of teaching in science lessons in the school is good. No unsatisfactory lessons were observed during the course of the inspection and 44 per cent of lessons were good or better, including one lesson, which was excellent. In the best lessons teachers make effective use of their own good knowledge of the subject to pose challenging questions to the pupils and this enables pupils to investigate and observe carefully, to draw sensible conclusions and to use correct scientific vocabulary. Lessons are well planned and prepared, with appropriate resources selected carefully by the teachers. The teachers maintain good pace through the lessons and gain high standards of behaviour from the pupils

who are well motivated by their work. Good relationships are evident throughout the lessons.

119 Within school, science lessons are used well to link to other subject areas, except for information and communication technology. Pupils are encouraged to improve their English skills through speaking clearly using appropriate vocabulary and through expressing their observations and discoveries using clearly laid out and well-structured writing. Mathematics skills are developed through encouraging pupils to record their work using graphs, tables and charts. Year 6 pupils, for example, draw line graphs to record their pulse rates before and after exercise.

120 The science curriculum is enhanced by the use of out-of-school visits. For example, Year 2 pupils visit the Wildside Activity Centre to study wildlife. A good link is made with literacy, when pupils return to school to use information books to find out more about some of the animals that they have seen. Pupils in Year 4 visit the Pendeford Mill Nature Reserve where they learn about the observation of small creatures through pond dipping and the use of 'pooters'. The co-ordinator for science has only recently been appointed to this role but has gained valuable experience within the school by working with the previous co-ordinator. The school has thorough working documents, which provide detailed guidance for science lessons. The school has correctly identified the need to update its documentation in line with the most recent National Curriculum. There is a good range of resources and teachers supplement these well with resources which they find especially for specific lessons.

## **ART**

121 By the end of Key Stage 1, pupils attain standards in art, which are in line with national expectations, and progress is overall good. By the end of Key Stage 2, standards are above national expectations and the pupils make good and sometimes very good progress. Pupils who have special educational needs and those for whom English is an additional language make good progress in this subject. Standards seen during the last inspection have been maintained at Key Stage 1 and improved upon at Key Stage 2.

122 At both key stages, pupils are offered a rich, broad and balanced curriculum although there is little evidence of three-dimensional work and the use of information and communication technology to support the curriculum. Work on display and lessons seen show the good and often very good progress that pupils make in acquiring art skills and in their understanding of artists from different cultures and traditions. Pupils work confidently using key skills such as drawing and sketching, painting, collage, rubbings and printing together with an understanding of how the work of famous artists can be used effectively to improve their own work. For example, the paintings by Year 6 which were inspired by the work of Monet.

123 In Year 1, pupils make sound progress as they develop self-portraits using paints and pastels. They work together and produce a farm collage using a large variety of different materials. Pupils in Year 2 make good progress. They carefully paint 'strange animal paintings' as they mix the characteristics of two animals. Sketchbooks are well used from an early age and pupils in Year 3 use them confidently to experiment with lines. They make very good progress as they use the work of Matisse to influence their 'line faces'. There are good links with other subjects as pupils in Year 4 link art with their history topic and make printing blocks based on hieroglyphics. Observational drawing skills are continually developed as pupils move through the school and by Year 5, pupils work confidently in their sketchbooks, making very good progress as they carefully follow instructions and draw objects showing good accuracy and understanding of proportion. Pupils in Year 6 develop a series of rubbings and experiment using different textures, using Max Ernst's idea of 'frottage'. Progress is very good as they talk about what they are doing and discuss how they can develop and improve

their artwork.

124 The quality of teaching is overall good at Key Stage 1 and good and often very good in Key Stage 2. Teachers have good subject knowledge and teach art skills well. Lessons are well planned and tasks are well organised and resourced. Relationships are very good and teachers interact well during activities. This enables pupils at both key stages to enjoy their work and most are careful to produce their best. Most lessons are characterised by a buzz of activity from pupils eagerly comparing results and celebrating others' achievement. This discussion has a positive effect on pupils' confidence and contributes significantly to the progress they make. Pupils' progress is hindered slightly, in particular at Key Stage 1, when teachers do not always teach basic art skills sufficiently. Assessment opportunities are consistently identified in teachers' planning.

125 The subject is well led and art is monitored well throughout the school. The co-ordinator is aware of the need to update the policy and review guidelines. Displays are of high quality and give value to pupils' work and resources are satisfactory to teach the National Curriculum. Art lessons promote pupils' cultural development well. A good example of this is the work entitled *Aboriginal Dreams* which was produced after pupils heard a story called *The Rainbow Snake*.

## **DESIGN AND TECHNOLOGY**

126 During the inspection two lessons were observed at Key Stage 2 and one at Key Stage 1. From these observations and from discussions with pupils, a scrutiny of their work and of teachers' planning, it is evident that standards in design and technology are higher than national expectations. All pupils, including those with special educational needs and those who speak English as an additional language, make good progress in this subject.

127 At Key Stage 1 pupils make good progress. The youngest pupils are learning to handle a wide range of tools and cooking utensils such as knives, graters and squeezers safely and correctly. They are using these with a good awareness of safety issues. For example when cutting an orange they hold the orange with a fork to keep their fingers away from the slicing action! By the time they are seven, they have worked with a good range of tools. They can measure, mark and cut hard and soft materials. They have designed and cut out patterns, and made multi-coloured coats to accompany their work on *Joseph and his Amazing Technicolour Dream Coat*. They can join card in a variety of ways and chose the most efficient method for their purpose. They make written evaluations of the quality of their work, identifying what they think has worked well and what they may do to improve their work further.

128 This firm start is built on well at Key Stage 2. Progress continues to be good and by the age of eleven pupils have had a broad experience of the different aspects of the subject. As they move through the key stage they learn to draft plans with increasing detail and these reflect careful thought about the processes they are going to use and the outcomes they are aiming for. They understand why it is important to plan their ideas. They acquire an increasing ability to discuss ideas and assess any difficulties before they start to make their models. Pupils in Year 4, when designing and making a card clown include a light bulb nose with batteries firmly attached to enable the nose to light up. Year 6 pupils produce detailed designs plans for making a four-wheeled vehicle using batteries to power it. Evidence from lessons observations, scrutiny of work and conversations with pupils, show that they work with a good range of soft and hard materials including wood and fabric. They are able to measure with precision and use cutting tools for hard materials safely.

129 Overall the quality of teaching is good, with some very good teaching at Key Stage 2.

Teachers set high standards for pupils to achieve. This is evident not only in the lessons observed but also in the quality of work seen from the previous school year. Since the last inspection, teachers have benefited from additional in-service training in the subject and at both key stages they are confident in their teaching. Lessons are carefully planned and these plans are used as a basis for assessment of pupils' progress. Teachers' expertise and interest in this subject are infectious, and pupils are enthusiastic and confident in lessons. Teachers ensure that pupils work with good self-discipline, paying the necessary attention to safety rules. From the earliest age pupils are taught the importance of careful hygiene when handling food. In a good lesson at Key Stage 1 the pupils were learning about preparing food for a fruit salad. At the beginning of the lesson, the teacher emphasised the importance of safety and hygiene and there were reminders throughout the lesson. By effective use of support staff, all pupils were very carefully supervised when cutting fruit; they all learnt the correct action, and were able to identify which utensil was appropriate for the preparation of which fruit. The final discussion was well used by the class teacher to assess how much pupils had understood and to reinforce what they had learnt. Together they recorded their findings about the fruit on a simple grid. The good quality of questioning meant that pupils had to explain exactly what had happened and what the fruit tasted like. This reinforced what had been learnt in the lesson, enabled the teacher to clarify any misunderstandings and made a good contribution to the development of speaking and listening, as, in their replies, pupils were encouraged to use words that had been introduced during the lesson such as 'crunchy' and 'watery'. In a very good lesson at Key Stage 2, pupils benefited from the teacher's very high level of subject expertise. The teacher rightly presupposed that the pupils had a good level of understanding of the design process and built on this further. Pupils were required to be very specific in their evaluations. The lesson proceeded at a brisk pace, findings were recorded systematically and neatly. These formed the basis for a discussion session. As a result of their evaluations, pupils were then able to draft their own design proposals and share these with the class. The teacher was very skilful at identifying key points in the pupils' presentations that were used to make general teaching points to the whole class. It was very evident from later presentations that pupils had taken on board the teacher's comments and the quality of their proposals had been improved as a result.

130 Design and technology makes a good contribution to the development of speaking and listening at both key stages. Lessons are planned to give pupils regular opportunities to discuss their designs and evaluations in small groups and as a whole class. The contribution to literacy is satisfactory, from the earliest stages pupils are required to write their evaluations.

131 The subject co-ordinator gives very good leadership. He has a high level of subject expertise and since the last inspection this has been shared with staff and enabled standards to improve. There is useful documentation to support planning and the subject is suitably resourced. The co-ordinator is conscious of the need for adjustments to the curriculum so that it complies with Curriculum 2000. The co-ordinator monitors the provision of the subject by scrutinising medium-term planning and the outcomes of lessons. There are attractive displays of pupils' work which promote the subject well at both key stages.



## **GEOGRAPHY**

132 In the last inspection report standards in geography were found to be in line with national expectations and pupils made satisfactory progress as they moved through the school. During the recent inspection pupils' attainment continues to meet expectations and in both key stages pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory and sometimes good progress.

133 Pupils in Key Stage 1 compare the seasons and suggest ways in which the weather changes from one season to another. They can design symbols to interpret different types of weather and know that they can check the weather forecast through different sources including the newspaper or teletext. They gain a sound awareness of their own environment in Wednesfield especially when they make a comparative study with Kingswood where Year 2 pupils make their first residential visit. They know that the United Kingdom and the rest of the world can be shown on globes or in atlases and are beginning to identify their own country and capital city. By the end of Key Stage 2 pupils have a secure knowledge of physical geography. For example, they have studied mountainous areas of the world, climates and weather conditions. Pupils in Year 5 can discuss and give reasons why some people leave Wolverhampton to work in a different part of the country. Pupils have reasonable mapping skills. They can identify and locate motorways, A and B roads and use a key to denote these features. Higher attaining pupils were able to draw major motorways on a map of the United Kingdom and explain why a motorway network is needed around London.

134 The subject co-ordination is good. The co-ordinator has worked hard to develop a detailed policy and scheme of work but this now needs revision especially at Key Stage 1 where some teachers are trialling new curriculum guidelines. She monitors teachers' planning and pupils' work and is able to give good advice throughout the school. The subject of geography is well represented around the school in displays featuring pupils' work about the Olympic Games, canals and river transport and the journey of the River Rhine through Europe. Since the last inspection the supply of resources to support teaching and learning has improved although the use of information and communication technology could be improved to develop pupils' skills and understanding. The provision of educational and residential visits is a strength of the school supporting pupils' learning and increasing their enjoyment of geography. Residential visits begin in Year 2 when pupils visit Kingswood to study a contrasting locality. In Year 4 pupils visit Dovedale to study rivers and to compare and contrast localities. Year 6 pupils stay at Fairbourne to study a seaside environment, to look at slate caverns and to make a visit to Harlech.

135 Teaching is satisfactory across both key stages and sometimes good. Teachers have good subject knowledge. Lessons are carefully planned, learning objectives are shared with pupils and teachers prepare a good variety of activities, which cater for the individual needs of pupils. This promotes positive attitudes towards geography at both key stages. Pupils listen well to teachers' lesson introductions, they respond well to challenging questions and are enthusiastic about their work. Teachers foster very good relationships with their pupils and manage pupils well. As a result pupils' behaviour is very good and they co-operate and support one another when working together on a task.

## **HISTORY**

136 Throughout the school the pupils' progress in history is satisfactory and sometimes very good at Key Stage 2. At the end of both key stages attainment is in line with what is expected for pupils of this age. The previous inspection indicated that standards of attainment at the end of Key Stage 1 were in line with national expectations and at the end of Key Stage 2 standards were above national expectations.

137 At Key Stage 1 pupils are developing an understanding of the differences between past and present, old and new and have an appropriate understanding of their family tree. They look at celebrations including birthdays and can sequence the order of birth of their family members. Pupils are able to show their chronological understanding when they say, "Our grandparents are our mums' and dads' parents". They make comparisons between their sixth birthday celebrations and those of their teachers, making the discovery that there are many similarities as well as differences. Pupils recently studied the 70s and 80s as their contribution to the wholeschool 'Decades Project' which led up to the school's Golden Jubilee celebrations. Year 1 pupils compare a day in the life of their school with that of Victorian pupils when they step back in time on a visit to Shugborough Hall. Here they are able to dress up and experience what it was like to be a pupil in a school over one hundred years ago.

138 At Key Stage 2 pupils study topics which include the Romans, Tudors, Ancient Greece and Britain since 1930. In Year 5 pupils learn about the Ancient Greeks and compare the ancient Olympics with those taking place in Sydney today. Pupils are enthusiastic about history and enjoy the challenging activities that are set. They work together, helping each other and sharing materials. In lesson observed in Year 6, pupils were learning about the 1930s and the Jarrow workers' march to London. Pupils' empathy and insight made a significant contribution to their spiritual and social development. A group of pupils worked in pairs to assume the character of a Jarrow worker being interviewed by a London journalist. One pupil said, "This way it helps me to understand and I can remember".

139 Teaching is at least satisfactory and sometimes very good. Teachers plan their lessons well with clear learning objectives and assessment opportunities. They challenge their pupils who have a real joy in their learning especially at Key Stage 2. Pupils with special educational needs make good progress as they are usually well supported by adults and have work which is planned to suit their needs. Teachers have very good relationships with their classes. Literacy skills are well developed and frequently used in history activities. Pupils are actively involved in discussions, read and analyse text and instructions and make good use of their writing skills.

140 There is a good supply of appropriate resources which are centrally stored and easily accessible. Information and communication technology is not used to support pupils' learning in the classroom although the need to research and purchase resources has been identified by the co-ordinator.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

141 The standards of pupils' attainments in information and communication technology (ICT) are in line with national expectations by the end of Key Stage 1 but below national expectations by the end of Key Stage 2. The progress of pupils, including those with special educational needs and those for whom English is an additional language, is satisfactory at Key Stage 1 but unsatisfactory at Key Stage 2.

142 Standards in Key Stage 1 have improved since the last inspection. Reception pupils use the computer on a regular basis and can use the keyboard's arrow keys to navigate the screen, visiting the initial letters of words that are displayed pictorially. Pupils in Year 1 are able to use the mouse effectively to make choices of different outcomes when working with text, images and sound. They are able to type in text, recognising words that they have seen on the teacher's flashcards, then to print their list of words. As part of their literacy work, Year 2 pupils enter text using word-processing software and are beginning to learn skills of editing by highlighting then deleting and inserting new text. They enter simple data as part of their mathematics work when, for example, they list types of exercise enjoyed by members of their

class and produce block charts on the computer showing the results. Mathematical skills are further developed through programming the cursor on the screen to follow the route they specify, giving simple instructions such as forwards, backwards, right and left. They use a computer painting program, producing, for example, an effective picture of Mount St Helens erupting during their history work on life in the nineteen-eighties.

143 No ICT lessons were planned for Key Stage 2 during the course of the inspection and ICT was rarely incorporated into plans for other areas of the curriculum. Accordingly, inspection evidence was gained from examining pupils' work and from discussions with pupils. These indicate that many pupils in Key Stage 2 do not use computers within school on a regular basis and standards in ICT within this key stage have not improved since the last inspection. At the end of the key stage, most pupils are able to use the computer for word-processing and improve their work by varying font styles and colours. They can use the spell-check facility, when completing some work on *Macbeth*, for example. During the last school year, Year 6 pupils made effective use of a publishing program to produce newspapers based on the Second World War. Year 6 pupils are able to use a painting program to produce pictures showing imaginary planets. However, pupils at the end of Key Stage 2 have very little experience of using ICT for controlling devices, for sensing conditions such as temperature or light intensity, or for data-handling. ICT does not form an integral part of their learning across all areas of the curriculum. Progress in ICT is made in some Key Stage 2 classes, although this is not consistent between classes.

144 Very few examples of direct teaching of ICT skills were observed during the inspection. Within the nursery the children were well supported by the nursery nurse when working on a rota, visiting the computer to learn basic skills in using the keyboard while, at the same time, being encouraged to speak clearly about what they observed on the screen. Lessons observed in Key Stage 1 were of satisfactory standard and teachers build appropriately on pupils' previous knowledge to introduce new skills. In some Key Stage 1 classes, computers are in regular use across a range of subject areas. The pupils are eager to participate and make sound progress. During the course of the inspection little direct teaching of ICT was observed in Key Stage 2 and the lack of incorporation of ICT into planning across the curriculum indicates that teaching of the subject is unsatisfactory. Evidence of good practice was observed in one Year 4 class where the teachers have developed an effective system of recording the use of the computer to ensure that all pupils participate in specific activities.

145 Through the efforts of the school's co-ordinator for ICT and the fund-raising activities of the Friends of Perry Hall, the school has an adequate number of computers with appropriate software. However, in some classrooms the use of a trackerball in place of a mouse causes confusion for some children. Internet access has recently become available to computers located within the school's computer room and some children are learning to make use of this facility during their lunch-breaks. The ICT co-ordinator has worked hard to promote the use of computers within the school and has correctly identified ICT as an area of priority on the school development plan. A programme of in-service training for staff has been formulated and will take place over the current academic year. The school's use of ICT is now poised for development.

## **MUSIC**

146 Pupils' attainment is in line with national expectations by the end of Key Stage 1 and standards have been maintained since the previous inspection. They are above national expectations by the end of Key Stage 2. Evidence suggests that standards have improved considerably since the last inspection when attainment was reported as being below national expectations. Current planning of the curriculum is comprehensive and teaching is highly effective especially at Key Stage 2.

147 At Key Stage 1 singing is tuneful and expressive. Pupils enthusiastically recall the words of familiar songs. They have a good sense of pitch and enjoy introducing dynamics into their work. This was evident in a Year 2 lesson when they performed *Morningtown Ride* and *Bananas in Pyjamas*. Pupils are given good support and this has a significant impact on the quality of learning for all pupils. Clear explanations are given about adding suitable instrumental and rhythmical accompaniments resulting in pupils demonstrating that they have a good understanding of rhythm and tempo. They can identify high and low notes and recognise and name a wide range of percussion instruments. They experience a good range of learning opportunities and recognise and copy increasingly complex rhythms. They are encouraged to listen to music and comment upon it, reflecting on the instrumentation when singing. They are given valuable opportunities to refine their own performances in class lessons.

148 Pupils in Key Stage 2 demonstrate good control of rhythm and pitch in their singing and in a Year 5 lesson the teacher's high expectations resulted in clear diction and good phrasing as they performed *Not for Me*. Pupils listen attentively to a wide range of music from different traditions and cultures. Lessons are well planned and resources are used well to enrich the pupils' experiences. The standard of composition work has improved considerably since the last inspection through systematic planning and effective teaching. By Year 6 pupils are able to demonstrate a good understanding of reading a graphic score. High quality teaching and an imaginative use of the *Inspector Morse* theme captures their interest and inspires them to compose, refine and record compositions of a good quality.

149 Pupils in Key Stage 1 make satisfactory progress in developing their listening, appraising and performing skills. Where the pace of the lessons is brisk and explanations are clear they make good gains in learning. Throughout Key Stage 2 they make good progress, especially in the areas of composition work and singing. This is the result of carefully planned lessons, imaginative use of resources and high quality teaching. Pupils work well and have very good attitudes. They co-operate well in group work.

150 The quality of teaching in music is good at Key Stage 1 and very good at Key Stage 2. Lessons are carefully prepared with well-chosen songs and opportunities for singing, percussion work, composition, listening and appraising. Effective use is made of the recently introduced music scheme to assist teachers in their planning. In the most successful lessons planning is very good and resources are well deployed. Pupils are suitably challenged and there is a brisk pace to the lessons. When the pace of the lessons slows the younger pupils can lack a clear idea of what they should be doing and lose their concentration. Generally, teachers have high expectations of pupils' performance and they respond well to the challenge. Musical expertise in the school is used to very good effect especially in Key Stage 2. Valuable opportunities are provided for the choir to perform in school and out in the wider community. Pupils' literacy and numeracy skills are developed well through song and composition.

151 The major improvements and changes since the last inspection have been in the provision of a good quality curriculum resulting in very good planning at Key Stage 2. Pupils' skills are systematically developed, teachers' expectations are high and their subject knowledge and understanding is very secure. The co-ordinator provides very clear educational direction to this subject and is keen for pupils to share their skills in performances both within school and with pupils from secondary education. Pupils with special educational needs and English as an additional language make very good progress throughout the school.

## PHYSICAL EDUCATION

152 By the end of Key Stage 1 standards achieved in physical education (PE) are in line with national expectations. By the end of Key Stage 2 standards are higher than national expectations. Since the school was last inspected, there have been improvements in the standard of teaching and learning throughout the school. Both girls and boys make appropriate progress, as do pupils with special needs. Due to the timetable constraints no dance lessons or swimming were seen during the inspection week. The lessons observed covered the curriculum areas of gymnastics and games.

153 In Key Stage 1, the younger pupils develop their skills, competence and level of controlled movements and explore a variety of ways to travel. They use the floor space well and jump, hop, walk forward and backwards when instructed by the class teacher. They use small apparatus such as hoops safely. As they move through the key stage they make good progress. By the age of seven they have acquired more control of their bodies and use apparatus such as benches, box tops and mats with increasing confidence. They will wait, take turns and plan ways to move across, around and through a range of apparatus. Some plan and combine movements and most are confident enough to demonstrate and share their ideas of using their hands and feet to travel in different directions and at different levels. The majority of pupils work with a partner to show opposite movements such as high and low, on and off, over and under, both on the floor and on low apparatus. Most pupils work in pairs, in small groups, and watch each other demonstrate what they can do.

154 By the end Key Stage 2 most pupils are aware that they need to warm up at the beginning and cool down at the end of the session and many know that physical education helps keep them healthy and fit. They are able to plan their own gymnastic sequences with increasing complexity, and refine their actions following discussion with the class teacher and fellow pupils. Many can comment on each other's actions in a positive ways and encourage each other's performance. In Key Stage 2 they show increasing dexterity in the skills for taking part in a range of mini invasion, striking and field games. They have many opportunities in class sessions to gain and consolidate skills and to play one against one and one against two for example. In Year 3 pupils pass and control a ball to a partner with accuracy and the majority can hold a hockey stick appropriately after some guidance from the class teacher. In gymnastics most older pupils combine and perform gymnastic actions and show increasing accuracy and fluency. For example in Year 6 pupils could plan their own complex sequence of movements with increasing precision and to a high standard.

155 Teaching is at least good with some very good teaching seen in Year 6. At both key stages the teachers dress appropriately for physical education. They manage changing sessions well and encourage pupils to help fetch and retrieve equipment. All the teachers use specific language which makes learning more effective. For example in Years 1 and 3 teachers use the same language and terminology for instructions: 'chilli bean, jumping bean, frozen bean' which each have a different meaning that the children have already learnt. The class teachers manage pupils well, encouraging appropriate behaviour and a positive attitude towards physical education. Elements of very good teaching seen included teachers joining in the lesson activity, using demonstration to improve the pupils' learning and very effective questioning that encouraged pupils to retry a skill and improve performance as independent learners. Throughout the school teachers work hard to develop confidence and a pleasure in physical education and efforts are taken to ensure that girls and boys as well as less confident pupils have access to a full range of physical education opportunities.

156 Co-ordination of the subject is satisfactory. The co-ordinator for Key Stage 1 has recently also taken responsibility for physical education in the junior department and is aware of the need to revise the curriculum in line with the updated National Curriculum. The subject

plans ensure pupils are provided with the full range of areas of activity in physical education. Training needs to be provided for the co-ordinator to support her new role as co-ordinator across the school. Through this wide range of opportunities the school engenders excellent team spirit and regular opportunities to co-operate and compete with other schools. The resources provided for physical education are satisfactory and the after-school provision through clubs and teams is impressive. The school provides opportunities for football, netball, cricket, rounders, hockey, orienteering, athletics, and cross-country running. This is reflected in recent successes in local competitions when the school won the Wednesfield Girls Cross-Country Championship and the Wednesfield Swimming Gala. Physical education (including the wide range of clubs and teams) also makes a significant contribution to the pupils' social and cultural development; providing opportunities for the pupils to co-operate, work in teams, compete and to appreciate the talents, skills and achievements of themselves and each other. This has contributed significantly to the achievement, skills and ability of the older pupils by the time they leave school.

## **RELIGIOUS EDUCATION**

157 Attainment in religious education (RE) is in line with the requirements of the locally agreed syllabus at the end of both key stages and provision for religious education meets its statutory requirements. Overall pupils, including pupils with special educational needs and those for whom English is a additional language, are making steady progress. Since the last inspection, the achievements of the pupils have been maintained, as has the quality of the teaching.

158 In Year 1 pupils share information about when they were babies and consider themselves as belonging to a family. They are aware that it is important to care for and about one another. They learn about the importance of food to various cultures through a topic on celebrations, which includes birthdays, weddings and baptisms. In Year 2, through their topic work on special buildings and books, signs and symbols, they have learnt a little about major faiths. By the end of Key Stage 1 pupils have some awareness of Christianity and some understanding of other world religions. They look at how people celebrate festivals such as Harvest, Christmas, spring festivals, Easter and Diwali. They have experienced a range of religious stories including Noah, Rama and Sita and learnt about religious people such as St Francis and the patron saints of Britain. They have had opportunities to learn about how various faiths and cultures welcome new children into the world and to share their personal experiences. They have considered how to look after their school and local environment and to value people who look after them and their school. Most children are able to talk about and show an appreciation of people in school who look after them, such as their teachers and the dinner supervisors. Year 2 pupils are encouraged to think about issues such as being kind each other and animals. They know religions have special holy places, such as a church and a gurdwara and have visited a local church.

159 At the beginning of Key Stage 2 pupils understanding of major faiths is limited. As they move through the key stage they study the major religions in more depth and are able to use religious terminology with increasing accuracy. By the end of Key Stage 2 most have an appropriate knowledge and understanding of world religions for their age. They know about different creation stories of various cultures. They reflect on and discuss their place in the world and their response to moral issues such as cruelty, fairness and justice. Last year all the children were offered the opportunity to consider the significance of the millennium and invited to contribute to a millennium prayer. In Years 5 and 6, the pupils learn the significance of religious journeys such as pilgrimages, and consider in further depth the significance of signs and symbols to different faiths and learn about different faith leaders. In Year 6, concepts such as the similarities and differences between religions and religious places of worship are explored with increasing depth.

160 The quality of teaching is good in both key stages. Teachers give pupils opportunities to share their own experiences and to consider the needs of others. Where teaching is particularly effective in Key Stage 1 the teachers draw on the children's own experiences and provide practical resources to interest the pupils; for example the use of personal photos showing 4 generations in a family christening and items found at a party. Teaching is particularly effective in Years 5 and 6, where teachers operate on the basis of subject expertise and one teacher delivers religious education to each year-band. This strategy has increased the knowledge and understanding of the teachers and ensured consistency. Most pupils listen with interest, are keen to ask and answer questions, and, when given the opportunity, will reflect quietly about new ideas and understanding. Throughout the school, teachers use books, photos and a range of religious objects to extend the pupils' learning but do not take advantage of the opportunities computers provide to increase pupils' religious knowledge. The good quality of teaching promotes positive attitudes and behaviour. Younger pupils are eager to share stories about special events in their lives such as birthdays. Most pupils talk confidently in lessons and older pupils use religious terms with increasing confidence and can name some religious objects when asked.

161 The co-ordinator has planned a scheme of work based on the locally agreed syllabus and is currently updating the scheme to bring in all the elements of the revised Curriculum 2000. She has undertaken some monitoring and checks the teachers' planning each half term. She is aware that not all aspects planned for are delivered and that some classes do not cover the various faiths in sufficient depth and has revised the time allocation for each year group to ensure that there is enough time to cover all the religious elements planned for. The co-ordinator has had some opportunity to work alongside other staff but this is not a regular occurrence. The annual budget provision is satisfactory and the co-ordinator has built up range of resources for each major faith, including useful resource boxes and packs for each faith covered. These resources contribute well to the cultural development of the pupils. The religious education curriculum at Perry Hall also makes a significant contribution to the spiritual and moral development of the pupils. Pupils are given opportunities to consider the needs of others and are provided with times to quietly reflect (sometimes using candles). The curriculum provided enables the pupils to learn about major faiths and encourages them to respect the values, customs and beliefs of various cultures.