

INSPECTION REPORT

ST MARY MAGDALENE CE JI SCHOOL

West Bromwich, Sandwell

LEA area: Sandwell

Unique reference number: 103989

Headteacher: Mrs J Armstrong

Reporting inspector: Mr Andy Bond
17263

Dates of inspection: 25th - 29th September 2000

Inspection number: 224904

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Stanway Road West Bromwich West Midlands
Postcode:	B71 1RP
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Franks
Date of previous inspection:	9 th December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Andy Bond 17263	Registered Inspector	Mathematics Physical education Equal opportunities	What sort of school is it? Results and achievements How well are pupils taught? How well is the school is led and managed?
Mr John Bayliss 19664	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs Susan Russam 10228	Team inspector	Science Design and technology Music Art Special educational needs	How good are curricular and other opportunities?
Mrs Maureen Sillifant 17710	Team inspector	Information and communication technology English History Geography Under fives English as an additional language	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11 - 13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13 - 14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14 - 16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16 - 17
HOW WELL IS THE SCHOOL LED AND MANAGED?	17 - 20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20 - 21
PART C: SCHOOL DATA AND INDICATORS	22 - 25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26 - 40

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary Magdalene is a voluntary controlled Church of England primary school in West Bromwich. The school's popularity has increased and the number on roll has risen to 203 pupils, 104 boys and 99 girls. It is slightly smaller than most other primary schools. There are quite high levels of family mobility in the area and the school experiences a significant movement of pupils. Almost a third of children entering the school in the reception class have had no pre-school experience.

The school draws pupils from a wide area and a cross section of social and economic backgrounds. A reasonable proportion of pupils come from disadvantaged homes. Children's attainment, assessed on entry to school, is generally below the national average.

The vast majority of pupils are of white United Kingdom heritage. A significant percentage of pupils are from families of Asian descent (18 per cent) and there is a small percentage of pupils with African Caribbean backgrounds (5 per cent). The percentage of pupils eligible for free school meals is approximately 35 per cent, which is above the national average. There is a high percentage of pupils with English as an additional language (18 per cent) but none of these pupils is at an early stage of acquisition.

A well above average number of pupils are identified as having special educational needs (33 per cent) and 2 per cent of pupils are statemented, which is also above the national average. Most pupils on the special educational needs register have minor learning difficulties or behaviour problems. However, there are nine pupils with moderate and severe learning difficulties.

HOW GOOD THE SCHOOL IS

This is an effective school which has made good progress since the last inspection. Although standards in English, mathematics and science are rising, the rate is slow. Further progress is needed in order to reach appropriate levels. The quality of teaching is improving and is now thoroughly sound. It is very good in information and communication technology. Some improvement is required in the teaching of under fives. The headteacher gives effective leadership and is well supported by governors and senior staff. The school gives sound value for money.

What the school does well

- There is a shared commitment amongst staff to raise standards which has resulted in significant improvements to the school since the last inspection.
- Teachers manage pupils well and this has resulted in positive attitudes and the development of good relationships.
- Teaching in information and communication technology is very good.
- Pupils receive good guidance in social and moral education.
- The school cares well for its pupils.
- Financial planning is good.

What could be improved

- Pupils' standards of attainment are below the national average in English, mathematics and science throughout the school and in information and communication technology in Key Stage 2. *
- The quality of teaching and learning for pupils in the reception class.
- The level of resources to support the curriculum.*
- The accommodation and facilities on the school site.

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

*These areas have already been identified by the school as requiring further improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996. The school has made good progress since the last inspection and is meeting its targets for English and exceeding its projected target in mathematics. The leadership of the school has responded positively to the findings of the last inspection. Relationships between the headteacher, staff, governors and parents are much improved. The provision and quality of work in information and communication technology has improved significantly, although standards still need to rise further. Attendance levels have risen. Subject managers are developing their roles much better. The quality of teaching has improved through regular monitoring. Although pupils' attainment levels began to decline they are now improving steadily. However, learning resources are still unsatisfactory in design and technology, geography and knowledge and understanding for the foundation stage (the reception class). In science, art and history resources have declined. Assessment of pupils' work still needs some improvement. The school analyses its own effectiveness more closely.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E	E	E	well above average A
mathematics	E	E	E	D	above average B
science	E	E	E	E	average C
					below average D
					well below average E

The table for 1999 shows that attainment in English, mathematics and science in the National Curriculum tests is well below the national average. When compared to similar schools, English and science still remain well below average, but mathematics is below average. The results for 2000 have improved and are much closer to the nationally expected levels, but they are still too low. Inspection findings judge that in the present Year 6 class attainment levels are below the national average in English and science and well below in mathematics at the end of Key Stage 2. In ICT, pupils reach average standards at the end of Key Stage 1, but standards are below average at the end of Key Stage 2. There has been a general improvement in standards over the last three years, with an increased percentage of pupils reaching the higher national curriculum levels, but the rate of improvement is only steady and marginally below the national trend. The school sets realistic targets and sensibly readjusts these periodically in the light of assessment information. In all of the subjects, with the exception of ICT, pupils attain average standards. Taking account of children's below average attainment levels on entry to the reception class and into Key Stage 1, sound progress is generally made throughout the school by all pupils. Levels of achievement are generally appropriate.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes towards learning are good. They are anxious to achieve and concentrate well.
Behaviour, in and out of classrooms	Behaviour is generally satisfactory in the classroom and in the playground. Pupils are friendly and generally polite.
Personal development and relationships	There are good relationships between pupils and adults. They show respect for the feelings and beliefs of others and accept responsibility as they mature.
Attendance	Attendance is below the national average but improving steadily.

Teachers work hard with pupils to maintain positive attitudes and good behaviour.

TEACHING AND LEARNING

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

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

Teaching is satisfactory or better in 96 per cent of lessons; very good or better in 8 per cent of lessons and unsatisfactory in 4 per cent of lessons. The teaching of information and communication technology is very good. In English and mathematics and all other subjects teaching is satisfactory. In the reception class teaching and learning is unsatisfactory because the teacher expects too much from the children at this early stage of their school life. Teachers manage pupils well in lessons and ensure that they listen carefully and settle to their work. Teachers could make greater demands on some pupils, especially the more able, to achieve higher standards. The school generally meets the needs of all pupils. Basic skills in literacy and numeracy are taught properly, but more consideration could be given to developing numeracy skills in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a sound curriculum in all subjects, including under fives, although limited resources sometimes restrict the range of pupils' experiences. The school provides pupils with a good personal, social and health education. The community gives valuable support to pupils' learning.
Provision for pupils with special educational needs	The school supports pupils with special educational needs well. Good resources and well qualified staff meet the needs of this group of pupils. They make satisfactory progress.
Provision for pupils with English as an additional language	There is no special support for pupils with English as an additional language, but they make sound progress. No pupil is at the stage of early acquisition of English.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Moral and social education is well developed by the school. There are satisfactory opportunities for pupils to develop spiritual and cultural awareness.
How well the school cares for its pupils	There are high levels of care within the school. Although the assessment of pupils' work in English and mathematics is satisfactory, it is unsatisfactory in some other subjects and, as a result, teachers do not have a clear picture of pupils' attainment levels.

The school works very well in partnership with parents. The parents have a high opinion of the school and it is popular within the community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is very committed to the school and gives effective leadership. The senior staff work well together to improve the school. The management of science requires further development.
How well the governors fulfil their responsibilities	The governors fulfill their responsibilities properly. They support and monitor the school effectively.
The school's evaluation of its performance	The school has sound systems for evaluating its own performance.
The strategic use of resources	Finance is used properly to support the school priorities. The school has tried hard to improve resources but has been hampered in the past by limited funds. The school applies best value principles effectively.

The school is adequately staffed, but there are weaknesses in the accommodation, especially for the reception class, which restrict pupils' progress. Learning resources are poor and this fails to give pupils rich experiences in many subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress at school. • Teaching is good. • They feel well informed about how their children are getting on. • They feel comfortable in approaching staff with problems and concerns. • The school expects their children to do their best. • The school works very well with parents. • The school is well led and managed. • The support for pupils with special needs. • The range of activities outside school. 	<ul style="list-style-type: none"> • The amount of homework, although some want more, others less. • Some elements of behaviour.

Parents are very strongly supportive of the school. Inspection evidence confirms many of their positive views especially those relating to the care and support provided by the school and the way in which it works with parents. There are some pupils with behavioural problems, but teachers have good strategies for dealing with them. The provision of homework is variable. An appropriate amount is provided to promote skills in English, but in mathematics and science there is insufficient homework set.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results from the 1999 National Curriculum tests at the end of Key Stage 1 indicate that pupils attain below average standards for writing and well below average standards in reading. This is based on the percentage of pupils reaching the nationally agreed level 2. In mathematics, standards are very low, amongst the lowest 5 per cent of schools nationally. The year 2000 National Curriculum tests show a good level of improvement in reading and writing, with more pupils reaching the nationally expected level 2. Results in mathematics also improved, but only marginally. These improved results can not as yet be put into the national context as data have yet to be analysed. In science at the end of Key Stage 1 teacher assessment for 1999 shows that school performance is well below the national standard. The results from the year 2000 assessments are fairly similar to the previous year.
2. Compared with similar schools, results in reading and mathematics are well below average but writing is average. Inspection judgements largely support the National Curriculum results for 1999 and 2000, in that standards in English and science are below the nationally expected level at the end of Key Stage 1. In mathematics they are well below. However, there is an improvement, especially in English, but the rate of improvement is slower in mathematics and science.
3. At the end of Key Stage 2, a fairly similar picture exists to that of Key Stage 1. The percentage of pupils reaching the national average level 4 grade in national tests of 1999 is well below the average in English, mathematics and science. The results for the year 2000 show good levels of improvement in all three subjects. In English the percentage of pupils achieving the average level increased by 12 per cent, in mathematics by 10 per cent and in science by 36 per cent. Comparisons with the national picture are yet to be published. Compared with similar schools for 1999 results are still low. In mathematics they are below and in English and science they are well below similar schools. Inspection judgements largely support the National Curriculum test results in that attainment in English and science are below the nationally expected level and well below in mathematics. There is an increasing number of pupils reaching the higher grade 5 in English and science and this is a promising development. In mathematics, fewer pupils reach the high grade level.
4. Many pupils attain the nationally expected level in English, mathematics and science. However, a high percentage of pupils in school, approximately 33 per cent, have special educational needs and they find it difficult to achieve the expected level. The school has used "booster" funding to teach Year 6 pupils in smaller groups for English and mathematics in order to raise standards. Pupils with special educational needs have also received additional support to develop their basic skills in reading, writing and spelling.
5. Although the general trend over the last three years has been of improvement, the rate of improvement has not kept pace with the national trend at the end of Key Stage 2, although the improved year 2000 results may well put the school back on track.
6. There are no major differences between the attainment of boys and girls. In national tests at the end of Key Stage 2 girls out perform boys in English, but in mathematics and science boys outperform girls. In all three subjects the differences are quite marginal. No analysis is undertaken by the school of the performance of pupils from ethnic minority backgrounds, but there appear to be no obvious differences within the school.
7. Throughout the school, the progress of pupils is generally satisfactory. Pupils are beginning to achieve appropriate standards, although in mathematics the more capable pupils are under-performing. The majority of children enter school with below average attainment and make appropriate progress through to Key Stage 1. Similarly, in Key Stage 2, pupils achieve satisfactorily, making gains in knowledge, skills and understanding. Pupils with special educational needs and English as an additional language also make satisfactory progress

through the school. The school's programme of support for pupils with special educational needs is effectively organised to identify pupils who need additional help. This ensures that they make similar progress to that of their class mates. Arrangements for supporting pupils who have statements of special educational needs are effective and ensure that they attain standards in line with their prior achievements. Pupils who have individual educational plans make adequate progress in meeting their targets and their attainment in relation to these targets is satisfactory.

8. The school has set appropriate targets for whole school performance in English and mathematics at the end of Key Stage 2. These are realistic targets based on the school's own assessment of pupils. The school sensibly alters targets in the light of pupils' progress in their final year at school. Last year the target for mathematics was exceeded and the target for English achieved.
9. In information and communication technology the introduction of the computer suite has made a great impact in a short time on standards. Although the attainment of pupils is below average at the end of Key Stage 2, due to a legacy of poor equipment and a low level of pupils' skills, attainment at the end of Key Stage 1 is satisfactory. The very good teaching input by the co-ordinator and the use of modern equipment has enabled pupils to make good progress in a comparatively brief period of time.
10. In all other subjects, including art and design, design and technology, history, geography, music and physical education, pupils reach appropriate standards that are broadly in line with what might be expected nationally in both key stages. However, learning resources are poor in many of these subjects and pupils have insufficient opportunities to experience experimental, creative and investigative work which would enhance achievement. Progress is generally satisfactory in all these subjects.
11. Children who are under five in the reception class enter school with generally below average standards. This judgement is supported by the school's baseline assessment information. Almost a third of children have not had the advantage of pre-school experience. Most children are not expected to reach early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development by the time they are five. Children have little opportunity to develop their personal and emotional skills because insufficient time is given to interaction in lessons and learning resources are limited. In communication, language and literacy, children express themselves clearly in sentences and listen well. However, they are not able to write their name and they find the "m" shape difficult to copy. There is a wide range of attainment in this particular area of the curriculum. Generally, pupils have poor mathematical skills. Activities in the classroom are too structured and many tasks are too difficult. Most children find it difficult to order five objects by height. In the area of knowledge and understanding of the world classroom experiences are too limited for children. There are insufficient opportunities to experiment with a variety of materials. Children enjoy role play in the classroom clinic, but the range of provision, although improved since the last inspection, is still unsatisfactory in meeting the needs of the children.
12. In reading, there is a wide range of pupil attainment at the end of Key Stage 1. Some pupils are accomplished readers whilst lower attainers have poor reading skills and spend insufficient time reading books at home and at school. At the end of Key Stage 2, most pupils have reached the nationally expected level in reading. Some pupils visit the local library, but many pupils have not developed a love of books.
13. In writing, only a small number of pupils attain higher levels by the time they reach the end of Key Stage 2. Although some higher attaining pupils write in a fluent, joined, legible script this is not widespread throughout the year group. A large number of pupils still use a printed script. Pupils in Key Stage 2 redraft their work for display purposes, but the volume of writing is quite limited and written for a narrow audience.
14. In mathematics, average and higher attaining pupils use standard measures effectively at the end of Key Stage 1 and reach appropriate standards for their age. However, lower attaining pupils find it difficult to measure everyday classroom items with non-standard measures. In Key Stage 2, Year 6 pupils are regularly engaged in mental mathematical strategies. Lower attainers

are slow to react to questions and find it difficult to recall multiplication tables. Higher attaining pupils grasp the concepts of short division quickly, but do not always make the progress they are capable of because the class teacher needs to give further explanation to lower attaining pupils.

15. In science, pupils in Year 2, at the end of Key Stage 1, have a sound understanding of different parts of a plant and know the required conditions for growth. However, they are unfamiliar with many investigative techniques and lack the confidence to offer suggestions on the outcomes of experiments. At the end of Key Stage 2, Year 6 pupils demonstrate greater confidence, but their acquisition and use of scientific vocabulary are inconsistent. However, they have developed skills of observation and classification. They use keys to identify and separate plant samples by their characteristics.
16. The introduction of the national strategies for literacy and numeracy is having a positive effect on improving standards. However, pupils' skills in both key stages are generally below average in literacy and well below in numeracy.

Pupils' attitudes, values and personal development

17. Pupils' attitudes, values and personal development are good overall. There is a positive ethos in the school that creates an environment in which effective learning can take place. The good situation found at the time of the previous report has been successfully maintained. Although attendance levels are below the national average they have improved significantly since the time of the previous inspection.
18. Children under five have positive attitudes to school and enjoy practical activities and stories. They have limited concentration levels at this early stage of the school year.
19. Throughout Key Stages 1 and 2 the pupils have good attitudes to school. They are keen to learn and are well motivated. They listen politely and attentively to the teacher and to each other and are keen to answer questions, putting up their hands to do so. They are courteous and helpful to each other, to staff and to visitors. Most are keen to participate in question and answer sessions and do so in a sensible and mature way. Some are a little reticent about getting involved but sensitive teaching ensures that all have the opportunity to participate. The pupils readily take turns and there is a general willingness to apply themselves to whatever task is presented to them. They are keen to collect rewards for good behaviour and good work and are proud to receive them at the weekly merit assemblies.
20. There is an orderly and constructive atmosphere within the school. The majority of pupils respond well to the high standards of behaviour expected and the action taken by the school to ensure good behaviour is successful. When inappropriate behaviour occurs, the school, in partnership with parents, adopts a rigorous approach that recognises the impact such behaviour by a small number of pupils can have on the majority. As a consequence, it was necessary to suspend seven pupils for a fixed term during the last year. Overall, behaviour is satisfactory and there are many instances when it is good. This is shown when the pupils are moving around school or at breaktimes. However, at times during lessons, especially when the pupils that have behaviour problems are not properly supported or the pupils are not sufficiently challenged, a small number of them act in an inappropriate way. At these times, teachers are sensitive to the needs of pupils as individuals and their behaviour management strategies are effective. The pupils behave well during break times, even when they have to stay indoors because of inclement weather and they play well together at all times. There are harmonious relationships within the school community. Pupils from different ethnic groups mix together well. The pupils are courteous. They hold doors open for teachers and visitors and are generally well mannered, using 'please', 'thank you' and 'excuse me', as a normal part of their daily language.
21. During the inspection, no incidence of bullying or of harassment of any kind was seen. The large majority of pupils have a clear understanding of the impact of their actions on others and they respect the school rules.
22. Pupils with special educational needs generally respond well to their lessons and demonstrate a positive attitude to learning alongside their classmates. Pupils who have emotional and

behavioural difficulties respond well to the help the school provides in enabling them to come to terms with their difficulties and build meaningful relationships with adults and their classmates.

23. Pupils' personal development is good, overall. Opportunities for displaying initiative have recently been increased by the introduction of a School Council. Its newly elected members are taking their responsibilities seriously. There are already indications that their views will be treated with respect by staff and this will help pupils' own development as well as that of the school. Relationships between pupils and between pupils and teachers are frequently very good. Pupils co-operate well with each other in lessons; they share materials and help each other well when working in pairs or larger groupings.
24. Levels of attendance are unsatisfactory. Despite effective procedures, including close links with parents, which have resulted in a steadily improving situation in recent years, attendance is still below that found nationally. However, unauthorised absence levels are consistently lower than the national average and there is no evidence of truancy. High levels of reported sickness and parents taking very extended holidays during term time sometimes account for the high level of authorised absence. Unauthorised absence is the result of a small number of parents having a relaxed attitude to the importance of school attendance. Punctuality in the morning is generally good, although there is a small number of the pupils that are the subject of special monitoring by the school and its Educational Welfare Officer. When instances of lateness occur they are mostly of a minor nature and are not disruptive to lessons. Time keeping throughout the day is generally good.

HOW WELL ARE PUPILS TAUGHT?

25. The quality of teaching and learning throughout the school is satisfactory, overall. Of the lessons observed during the inspection period, 96 per cent of teaching was satisfactory or better, 43 per cent was good or better and 8 per cent was very good. Unsatisfactory teaching represented 4 per cent of all lessons.
26. Although the majority of lessons observed in the foundation stage are satisfactory or good, almost 28 per cent are unsatisfactory. This is largely due to teachers' over ambitious expectations of children's capabilities at this early stage of the term. The teaching approach applied is too formal and inappropriate for children of this age. It does not allow children the opportunity to settle into their new surroundings and acquire the necessary skills, knowledge and understanding in a relaxed learning environment. Teachers' planning is matched appropriately to the most recent national guidelines and the assessment of children's work is thorough. Classroom assistant support is very good. The staff enable children to develop their intellectual, physical and creative skills through discussion and simulated play activities. However, both indoor and outdoor resources are unsatisfactory and this limits children's experiences, especially in the area of knowledge and understanding of the world.
27. In Key Stage 1, the quality of teaching is at least satisfactory in all lessons. In Key Stage 2, teaching is marginally stronger. All teaching is satisfactory, but good or better teaching is evident in 50 per cent of lessons. Teaching is also satisfactory in all subject areas. In the case of information and communication technology, teaching is very good. The recently equipped ICT suite and the high level of teacher expertise and adult support is having a very favourable impact on pupils' learning.
28. Teachers have a sound grasp of the knowledge required to teach the range of subjects in the curriculum. In mathematics and ICT it is generally good. Appropriate mathematical language is used and reinforced periodically during the lesson. This aids pupils' development of mathematical knowledge and its various processes. This was demonstrated in a Year 6 lesson, when the teacher carefully explained the place value of each digit when pupils undertook division, using the shortened method.
29. The basic skills of literacy, numeracy and information technology are taught effectively throughout the school. Teachers re-inforce these skills in other subject areas in order to consolidate pupils' knowledge and understanding. More thought could be given to the linking of skills in different subjects, to consolidate pupils' learning, especially in numeracy as

recommended in the curriculum 2000 document. This would enable pupils to make greater progress in the acquisition of basic skills.

30. Teachers' planning is almost always thorough. Clear objectives are set out and these are usually shared with pupils at the start of the lesson. Planning builds on pupils' previous experiences and activities increase in difficulty as the lesson progresses. Teachers' explanations are usually clear and pupils understand what they are expected to do.
31. Teachers' expectations are generally set at an appropriate level for the majority of pupils in the class. Increasingly, they are matching work to groups of differing attainment in an attempt to ensure that all pupils make maximum progress in learning. However, this approach is difficult to operate because of a lack of classroom support. Pupils need regular monitoring to ensure they remain on task and fulfill their potential. Teachers tend to give most support to lower attaining pupils because they appear to have the greatest need and, as a result, higher attaining pupils can be neglected and fail to achieve the higher quality work of which they are capable. This is particularly the case in mathematics lessons.
32. Teachers use appropriate methods in order to stimulate pupils' interest. Descriptions are clear and teachers use expression and intonation in their voices, but in many subjects resources and artefacts are meagre which makes it difficult to retain pupils' initial enthusiasm. However, curriculum visits and visiting speakers with specialist knowledge do help to enliven pupils' interest. Question and answer techniques are used well by teachers to establish pupils' level of understanding and improve speaking and listening experiences.
33. Teachers work hard, using a wide range of strategies to ensure that pupils behave well. In general, they are very successful. They use a calm approach and establish good relationships with pupils. This was well demonstrated in a Year 3 design and technology lesson when pupils worked in groups to design and make a stable structure. Good levels of interest were maintained in a relaxed learning atmosphere. Teachers often have to deal with challenging pupil behaviour, especially towards the end of lessons when interest tends to wane. They use the school behaviour management strategies properly, using warnings before taking promised action. They are conscious that the learning needs of the vast majority of the class are not to be damaged by the unsatisfactory behaviour of individual pupils. Teachers create a good discipline framework which is conducive to intellectual, physical and creative development.
34. The limited number of support staff are used effectively, especially in Key Stage 1 and the Foundation Stage. Learning resources are used appropriately, but the general lack of good quality resources is a limiting factor in pupils making progress. This was clear in a Year 6 art lesson where no examples of finished work were available to inspire pupils and a moderate range of media contributed to narrow creative experiences. Teachers initially use time effectively, but, sometimes, lessons slow because of the need to reinforce discipline rules, as in a Year 5 physical education lesson. The result is that consolidation activities are curtailed early and so insufficient work is completed.
35. The quality of teachers' marking is variable. There is some good quality marking in the early part of Key Stage 2, especially in years 3 and 4. Not only is pupils' work assessed properly but teachers give pupils good advice on how improvement can be effected. This gives pupils a good understanding of their own learning requirements. Marking strategies in Key Stage 1 are less well developed and, consequently, pupils are not always sure what they need to do to improve.
36. The setting of homework is largely confined to improving skills in English. A weekly homework club operates for Key Stage 2 pupils. It is well focused on themes and uses literacy as a vehicle for developing a particular topic. The school encourages pupils to read outside school hours and this is completed fairly successfully. It boosts reading standards and monitors improvement through reading diaries. Mathematics and science homework is not developed to the same extent. There is little evidence of homework being set for pupils in these subjects, to reinforce what has been learnt in school.
37. Overall, pupils make satisfactory progress in their learning throughout the school in all areas, including those pupils with special educational needs and English as an additional language.

However, the pace of learning and the volume of work produced by pupils in some lessons could be improved.

38. Although there are a small number of occasions when pupils are withdrawn from class for individual or group support, the additional help received enables pupils to make gains in basic reading, writing and spelling skills.
39. Overall, the quality of teaching has improved. Unsatisfactory teaching has declined and very good teaching has improved. Recent good staff appointments and the monitoring and analysis of strengths and weaknesses of teaching by the headteacher are two important factors which have contributed to a higher quality of teaching. Staff morale has improved and there is a greater enthusiasm evident in teachers' delivery of lessons. Gradually, levels of pupils' attainment are rising but it is still comparatively early for the full effects of improved teaching to be felt in school results.

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

40. The quality and range of learning opportunities provided by the school for all of its pupils, including those under five, are satisfactory and meets statutory requirements. However, within some subjects these are limited, due to lack of resources, particularly in science, design and technology, art and music and this fails to give pupils enriched experiences. The school pays due regard to the national strategies for both literacy and numeracy. These are more effective in literacy. Throughout the school, provision for pupils with special educational needs is satisfactory and is appropriately organised to ensure that work provided for pupils matches their age and ability. However, targets in individual educational plans are not included in class teachers' planning for all subjects, but only for literacy. For pupils with statements of special educational needs the curriculum provided by the school is suitably modified to meet pupils' individual needs. At the time of the inspection, no pupil required additional support for English as an additional language. The school has recently implemented good strategies to deliver thorough and comprehensive information and communication technology programmes of study. These have yet to be included for further development within other subjects of the curriculum. There are insufficient well planned opportunities for adequate time being provided for investigative work in science or independent learning throughout the curriculum.
41. The curriculum for the Foundation Stage is not well enough thought out, mainly because play activities for the children in the classroom are not linked to their more formal learning and children have too little time to explore objects and materials and learn from their mistakes. The curriculum being followed is too narrow. The range and quality of the curriculum to develop pupils' knowledge and understanding of the world is not well developed and the curriculum as a whole is too narrowly focused.
42. Provision for pupils' personal, social and health education is good. Pupils have a sound knowledge and understanding of health issues and are aware of how their life style affects their well being. The school has developed policies for sex education and drugs awareness, both of which are taught during a range of lessons. Time is dedicated for pupils to benefit from regular opportunities to discuss a wide range of issues which prepare them well for taking personal responsibility for their actions and for developing an understanding of how these affect others.
43. The school ensures that all pupils, regardless of ability, have full access to the National Curriculum and religious education and provides an adequate range of extra-curricular activities to support learning in the classroom and the wider personal development of the pupils. Opportunities are provided for pupils to benefit from local and residential field trips which use a range of environments as a rich source of knowledge and information beyond pupils' day to day experiences. Pupils respond enthusiastically to the opportunities they are given to participate in local inter-school sporting events and gain much from being part of the team.
44. The local community makes a valuable contribution to pupils' learning. History is brought alive through visits to Dudley Castle, RAF Cosford Museum and Hartlebury Museum. In order to gain first hand experience of geographical and scientific phenomena pupils undertake field trips to

study land and river formation and local and contrasting natural habitats. Pupils develop a greater understanding of the significance of the impact of Christian values on everyday life through the regular contact with clergy from the local church with whom they have a very meaningful relationship.

45. The school has established satisfactory relationships with partner institutions to ensure that pupils' transfer to the next stage of their education is planned well and they feel confident and secure in a new learning environment.
46. Pupils' spiritual development is satisfactory and the school meets statutory requirements for the provision of religious education. Daily acts of collective worship are incorporated into whole school and class assemblies. They are planned effectively and encourage pupils to think about their own values and beliefs and those of others. These are mainly of a Christian character but also some opportunities are provided for pupils to explore the customs and traditions of other world faiths such as Hanukkah and Divali. Visitors to the school contribute meaningfully to developing pupils' wider understanding of caring within society. As part of this they recently collected money for the Marie Curie charity. Pupils are able to talk about how they are cared for and how they also care for people who are an important part of their lives. Pupils respond well during times of prayer and reflection. They sit quietly and reflect on what they have learned whilst listening to a range of modern, contemporary or classical music, including work by Handel.
47. The school is effective in cultivating the pupils' personal development through the good opportunities it provides for raising their awareness of social and moral issues. There are effective policies for eliminating bullying and unsatisfactory behaviour which are vigorously implemented by all adults working in the school. Adults who work within the school provide good role models for pupils and are also consistent in their approach to reinforcing the difference between right and wrong. Times are set aside for discussion on moral and social issues, known as circle time. These sessions are particularly effective in prompting pupils to reflect upon how their actions may affect others and that they have choices about how to behave. They talk with maturity about the need to be honest and fair, to tell the truth and they know that justice is being even-handed and non-biased. The newly formed school council is intending to ensure that this is further promoted through its activities. These initiatives are valuable in developing pupils' social competence. Team spirit is also nurtured through school sports and competitive games. Pupils in Years 5 and 6 also benefit from experiencing a residential field trip to the Frank Chapman Centre where they learn the importance of co-operation when living together in a community.
48. Pupils' cultural development is satisfactory. The school enhances pupils' awareness of their own culture through several areas of the curriculum, visits and field trips. During their history lessons they learn about the impact invaders and settlers have had on the British Isles and how Britain as a nation has influenced the lives of people from other nations. Through their art and music lessons pupils find out about the work of famous artists and composers and develop an understanding of the intended effect created by a particular piece of music or work of art. Opportunities are provided for pupils to develop an understanding of living in a multi-cultural society and effective use is made of visits to the local church, to share with the wider community in the celebration of Christmas and Easter.
49. Since the time of the last inspection the school has maintained the good standard of provision it makes for pupils' social and moral development and continues to ensure their spiritual and cultural development is provided for satisfactorily.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The school's provision for the welfare, health and safety of its pupils is good. It enhances the quality of education that is provided by the school and has a positive impact on attainment and progress. The positive situation found at the time of the previous inspection has been successfully built upon and further developed.
51. All members of the school community work together to provide a very caring environment in which the pupils feel well cared for and secure. An example of the effective support given both by teachers and fellow pupils was observed during the inspection when a wasp stung a Year 3 boy during a registration period. The teacher responded quickly and sensitively and the incident

was dealt with very well indeed.

52. The school has devised links with other agencies to ensure that the provision outlined in statements of special educational needs is implemented. The special educational needs co-ordinator is responsible for liaising with a wide range of other professionals, parents, carers and other schools. These duties are undertaken satisfactorily, as is the organisation of the annual review meetings.
53. The school implements satisfactory assessment procedures to identify pupils with special educational needs and comply with the Code of Practice. The information is used effectively for reviewing the appropriateness of pupils being retained on the school's special educational needs register and deciding what further help they may require.
54. The school meets its statutory requirements as outlined in all pupils' statements of special educational needs. All statements and reviews are up to date and specified provision is implemented effectively, including access to additional staffing.
55. The teaching and support staff have very good knowledge of the pupils as individuals. They respond sensitively and positively to the needs of the pupils in their care. The school secretary and mid-day supervisory staff relate well to the pupils. They provide good support during lunchtimes which has a positive effect on behaviour and safety. The resulting supportive atmosphere within the school is conducive to learning. Relationships amongst all members of the school community are very good. The pupils are happy at school and confidently turn to adults when they need help or advice.
56. The school's procedures for dealing with accidents are secure with good liaison with parents when required. First-aid and fire safety arrangements are satisfactory, overall. Internally, the school provides a safe and supportive environment in classrooms, but some untidy storage in corridor areas presents a potential risk. Externally, arrangements for the pupils' welfare are satisfactory, overall, although an uneven playground surface and generally poor drainage arrangements, especially from the Year 6 classroom, result in areas of standing water, which is unsatisfactory. In addition, despite the best efforts of the school, there are unsatisfactory features about toilet and washing provision for the pupils in the mobile classroom. This is especially the case for the youngest children in the reception class. These children also suffer from a lack of a dedicated play area, although, by dividing off a small part of the playground, the school has endeavoured to protect the youngest members of the school community during lunch and breaktimes.
57. The school's procedures for child protection are good. The designated member of staff has received relevant training and is suitably experienced. Class teachers and support staff have received appropriate training and are attentive and conscientious in their approach to the proper support of the pupils in their charge.
58. The school's procedures for monitoring and improving attendance are good. It is not for want of trying that the school has been unable to raise attendance levels further than has been the case so far. Records of attendance are properly maintained and comply with statutory requirements. Procedures for recording unauthorised absence are rigorous and there are good procedures for contacting parents in the case of unexpected absence.
59. The measures that are in place for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. At their heart is recognition of the importance of being sensitive to the needs of the pupils as individuals. Rewards and sanctions are well understood and accepted by the pupils. The procedures are effective and allow the pupils to take advantage of the opportunities for learning presented to them in an environment in which there is an absence of oppressive behaviour, bullying or racism.
60. The school's arrangements for the monitoring of pupils' personal development are good, overall. Formal arrangements, which include the development of individual portfolios, are satisfactory, although records of achievement are not used fully. Informal arrangements for supporting pupils' personal development, which benefit from teachers' knowledge of pupils as individuals, are good.

61. Since a weakness was identified at the time of the previous inspection the school has worked hard to introduce suitable assessment procedures and good progress has been made in English and mathematics. However, overall arrangements continue to be unsatisfactory because there is a lack of procedures in science and ICT to monitor pupils' progress properly.
62. In the foundation stage, an initial baseline assessment is undertaken soon after children come to school. This gives teachers a clear indication of children's attainment on arrival into the reception class. Teachers keep appropriate records and monitor children's progress.
63. At Key Stages 1 and 2, the school has concentrated on developing assessment procedures in literacy and numeracy. In English and, to a lesser extent, mathematics, carefully considered assessments are now recorded in detail and the results are beginning to be used effectively to set realistic targets and identify what pupils need to learn in order to achieve them. Elsewhere, assessment is underdeveloped, especially in science, with little effective monitoring taking place against national expectations. Records do not contain sufficient information from which to monitor progress. However, if the knowledge gained from the work done in English is extended to all subjects then the school's arrangements have the potential to become a very effective system through which the school can identify and monitor the progress of individuals and groups of pupils. The information can then be used to inform future planning and assist in the raising of standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. At the time of the previous inspection, a positive partnership with parents was reported. The school has worked hard to develop these links even further and they are now good, overall, with some very good features.
65. Parents are very supportive of the school which they consider to be a very good one. They consider it to be a caring school that provides well for their children. They are comfortable approaching the school when they have worries or concerns and are very happy with the quality of teaching and the progress made by their children. Inspection evidence generally supports these positive features. A small number of parents express concerns about the amount of homework provided by the school, some think there is too much, some too little and there is some concern about elements of behaviour within the school. Inspection evidence supports the concern about homework, but not about behaviour which is judged to be satisfactory, overall.
66. The school's links with parents, which begin when their children start school, are very secure. Home school links are supported by a home-school agreement that provides a basis for commitment to the school by parents and enables pupils to improve their standards of work.
67. Parents of pupils with statements of special educational needs are appropriately involved in annual review meetings. They are invited to contribute both in writing and verbally to the discussions about the continuing needs of their children and the progress they have made since the previous review.
68. Parental support both in school and at home is satisfactory. Parents and other helpers are welcomed warmly into school and are encouraged to participate in its work. Only a small number of parents help on a regular basis, but those that are able to help in school are used well. There are good examples of the help provided, such as assistance with redecoration, to be seen around the school. During the inspection, the valuable informed support provided by a parent helping with lessons in information and communication technology made a significant contribution to the effectiveness of the learning opportunities provided by the school's new computer suite. The ENABLE initiative, involving parent volunteers, has worked well both as a support to the pupils taking part, but also as a social and educational occasion for the parents to become involved in school life. There is a highly committed Friends association that successfully fosters relationships between home and school. Its activities provide opportunities for parents, staff and pupils to socialise and raise funds which provide much welcomed additional financial support to the school.
69. The quality of information provided by the school is good.

70. Regular newsletters to parents are well planned, informative and helpful. They are much appreciated by parents. The school prospectus is an attractive document which, together with the Governors' Annual Report to Parents, gives parents a very wide range of information presented in a user friendly style. Statutory reporting requirements are met fully except for a minor omission in the Annual Report which fails to provide information about the school's arrangements for the admission of pupils with disabilities.
71. Pupils' annual reports have improved since the time of the previous inspection. They are satisfactory, overall, but are inconsistent in quality from teacher to teacher. Some are of good quality, others less so. Overall, however, they share a common weakness in that they fail to properly inform parents about how pupils' achievements compare with national expectations, except at the end of each key stage.
72. There are regular opportunities, both formal and informal, for parents to meet with teachers to discuss their children's progress. The headteacher makes herself available at any time to meet with parents and teachers are happy to meet with them informally before or after school. To enter into a more formal discussion, an appointment arrangement exists outside school hours.

HOW WELL IS THE SCHOOL LED AND MANAGED?

73. The headteacher provides the school with positive, effective leadership. She has created a good foundation on which further achievement can be built. With the support of the acting deputy headteacher and senior staff, the headteacher has injected a new enthusiasm into the school. The improvements in the management of the school are beginning to be reflected in a slow but steady increase in the standards achieved by pupils. However, the school still requires to make further progress before pupils reach standards that are in line with national expectations and similar schools.
74. The majority of the key issues for action reported in the last inspection have been addressed. Relationships between the present headteacher and the staff are good. There is a shared commitment and determination amongst the staff to improve the school. The school has been disadvantaged because it has had to address the issue of a deficit budget, at the same time as attempting to improve standards. To the headteacher's credit, the school is now financially secure. The increased popularity of the school amongst parents has ensured that pupil numbers have risen to a level which should sustain the school financially, allowing it to implement its long term plans. However, the shortage of available monies in the deficit budget period has slowed progress in the acquisition of learning resources. Weaknesses still exist in many subject areas, especially in the provision for children under five and in science, art, design and technology, geography, history and music. These subjects are under-resourced and this has a negative effect on pupils' performance in these areas.
75. The level of training for teachers is much improved and the observation of teaching during the inspection indicates that teachers have sufficient expertise to deliver all subjects effectively. Only in science and the Foundation Stage is there evidence of a lack of teachers' depth of subject knowledge. The planning of work in subjects has also improved, due to the increased expertise of teachers and a tighter school curriculum framework.
76. Great efforts have been made to improve assessment procedures and these are now firmly in place in the important areas of English and mathematics. Further consideration is necessary to develop assessment systems in science and information and communication technology, for this still remains a weakness. However, the school has recognised this need and is beginning to pilot an assessment system to cover all the remaining subjects.
77. The role of the co-ordinators is much improved and is far more effective since the last inspection report which identified it as a key issue for action. There are planned programmes for co-ordinators to review pupils' work, visit classrooms whilst teaching is taking place and make annual audits to ascertain weaknesses. These findings are an integral part of the school's evaluation process and form part of school development planning. With the exception of science, the co-ordinators have received release time from their classroom duties to undertake monitoring. Although the exercise proves worthwhile in terms of assessing teaching standards

thought could be given to whether tasks such as planning and reviewing of pupils' work could be more profitably undertaken outside school hours.

78. The school mission statement identifies clear targets to establish links with the local church and surrounding community, provide a broad and balanced curriculum, a secure, safe environment and equality of opportunity for its pupils. These are largely achieved, but the target of high academic standards has yet to be attained, although the school is endeavouring to do so.
79. The school ethos is good. There is a positive, supportive atmosphere in school. Pupils are valued and staff manage pupils thoughtfully. The focus on the good management of pupils in class is seen as a cornerstone of successful school improvement and this remains an important thread in the daily life of the school.
80. The governors have well established procedures for monitoring the work of the school and fulfil their statutory responsibilities. A solid committee structure is in place which reports regularly to the full governing body. Governors have ample opportunity to become involved in shaping the direction of the school through consultation procedures which lead ultimately to the production of a school development plan. Nominated governors for literacy, numeracy, information and communication technology and special educational needs make scheduled visits to school and make an assessment on the quality of the work observed.
81. The governors recognise the progress made under the leadership of the present headteacher and are enthusiastic in their support. The chair of governors and key members of the governing body have a good overview of the performance of the school and are well aware of the steps needed to improve the levels of pupils' attainment.
82. The quality of teaching has improved since the last inspection and this is the result of some astute appointments of new staff by the headteacher and the governors. The monitoring of teaching through classroom observation by the headteacher has helped to identify particular strengths and weaknesses within lessons. Targets for improvements have been set, enabling staff to raise their standard of classroom practice. There are key members of staff who have the expertise and the ability to improve standards in the school. More thought could be given to the placement of these teachers in the crucial areas of school in order to make the most effective use of their talents and accelerate the rate of progress in English, mathematics and science.
83. Long term planning identifies the major priorities for the school accurately. The school development plan is a well constructed comprehensive document which is an important tool focusing the school management on long term targets. Considerable expenditure has been earmarked for English and information and communication technology and the benefits in terms of raising standards are beginning to accrue. However, strategies for developing mathematics and science are not sufficiently developed and greater emphasis should be placed on highlighting these subjects by improving subject evaluation, resources and training, the ultimate aim being to improve standards throughout the school.
84. Financial planning is generally good. The school has had to move more slowly than it would have liked because of the constraints of a deficit budget. The headteacher has been resourceful and acquired furniture, books and other equipment from a variety of community organisations to supplement existing stocks.
85. The annual expenditure is monitored by the local education authority finance officer regularly and thoroughly. Predictions are based on sound financial principles. The day to day finance and administration are managed well by the office staff. Systems are effective and efficient, allowing teachers to concentrate on their teaching tasks. The recommendations of the most recent audit of December 1997 have all been met. They were implemented swiftly by the school which was commended for its response. The school considers best value principles when making decisions on expenditure and takes appropriate quotes from companies. Specific grants are used effectively for designated purposes.
86. Although the appraisal system for teachers is in a transition period, the school has managed to continue with a modified, informal procedure which enables discussion to take place on curriculum development. This proves useful in constructing annual subject priorities. The system

for supporting newly qualified and supply teachers is good and ensures that new teachers settle quickly and effectively into the school.

87. The school has made rapid strides in developing new technologies for pupils and for administration systems. It provides good quality resources for pupils in information and communication technology and modern equipment for internal and external communication.
88. The special educational needs co-ordinator is a competent and experienced teacher who has recently been allocated the responsibility for special educational needs. She is very effective in monitoring the work of the special educational needs support assistant, who makes a very valuable contribution to this aspect of the school's work. However, the co-ordinator does not have the specific job of working with pupils who have special educational needs, except those in her class. This is unsatisfactory, as there are inadequate opportunities to directly monitor and evaluate the work of colleagues and the use made of individual educational plans throughout all subjects of the curriculum. The additional support provided for pupils with statements of special educational needs is most effective when used to enable pupils to be taught alongside their classmates.
89. There are sufficient teachers who are appropriately qualified to teach the curriculum. There are some weaknesses in teacher expertise in subjects or in particular age groups, but, in general, the school either provides appropriate training or uses existing staff to compensate by a system of class exchange. The classroom assistants are well qualified for their role in school. They generally give good support, especially for those pupils with special educational needs. Unfortunately, due to previous budget constraints, there is little support for pupils in Key Stage 2, who would benefit considerably from additional classroom help, especially in literacy and numeracy sessions.
90. The accommodation is small and it has had additional pressures from an increase in pupil numbers. The school has used the existing space well, converting toilets and cloakrooms into offices and teaching areas. However, storage space is limited and corridors are used to store equipment and supplement teaching areas. The hall is small and limits opportunities for physical education, especially for older pupils. Many classrooms lack basic facilities of running water and sinks. The mobile classroom has no toilet facilities and the nearest toilets for children under five are thirty metres away, along the main school corridor. The school does its best to overcome these obstacles, but it affects pupils' education negatively, either through a daily loss of time or narrowing of curriculum options. The provision for outdoor play for children under five is poor.

Provision for the foundation stage

91. Overall, the provision for children in the Foundation Stage is barely satisfactory. The pupils enter a reception classroom through its own separate entrance. The entrance area is very small and there is no inside space or covered, sheltered area outside for parents and children to wait at either end of the school session. The children are housed in a classroom with no direct access to the outside play area or to the toilet area, some thirty yards away down a corridor that is in constant use. This is not satisfactory as it results in children having no free access to toilet facilities during the day and staff and teaching time being wasted marshalling the whole class to go together several times a day. There is no enclosed outside area for the children's play but the school has endeavoured to create one by cordoning off a part of the general playground for their use. There is no large climbing apparatus and because of the difficulties with storage space the outside playhouse is used to store some large apparatus which has to be taken out every day before the pupils can play in the house at dinnertime.
92. Staffing comprises one full time teacher who is released from the Reception class one day each week for other duties and two part time qualified Nursery Nurses who together make up a full time post. The children are well taken care of by a variety of adults and older pupils and most seem happy. Both Nursery Nurses are caring, competent and skilled.
93. Resources are inadequate. In the previous inspection, it was stated that there was a lack of resources for Reception children and a very narrow range of construction equipment. The school has tried hard to remedy this and much has been achieved, but there is still a shortage of

resource materials for most areas of the curriculum and this puts extra pressure on the staff, who borrow wherever they can, and it delays the children's progress.

94. Although the school has attempted to address the issue of poor resources in subject areas it has met with only very limited success because of factors related to budgetary restraints. The quality of resources has improved in ICT. In English, mathematics and physical education it has reached an adequate level. However, in all other subjects it is either unsatisfactory or poor. A particular concern is the core subject area of science. Learning resources are poor and do not provide pupils with sufficient materials to investigate for themselves. In Reception, learning resources are insufficient to deliver the area of knowledge and understanding of the world.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve standards, the headteacher, staff and governors should:

- (1) Improve pupils' attainment in English, mathematics, science throughout the school and information and communication technology in Key Stage 2. *

English

- (a) Introduce a standardised handwriting system throughout the school.
- (b) Extend the opportunities for pupils to write for different purposes.
- (c) Increase the opportunities for speaking and class discussion throughout the curriculum.
- (d) Improve the stock of school reference books and encourage pupils to read more often at home and at school.

(Paragraphs 1, 2, 3, 12, 13, 73, 104, 106, 107, 108, 109, 112)

Mathematics

- (e) Make better provision for higher attaining pupils in lessons by providing more adult support.
- (f) Give the subject a higher profile in school development planning.
- (g) Give mental mathematics a higher priority in lessons to enable pupils to improve their reasoning skills.
- (h) Develop a homework programme in mathematics so that pupils can consolidate their skills.
- (i) Analyse the strengths and weaknesses of pupils' performance in national tests so that future targets can be identified.

(Paragraphs 1, 2, 3, 14, 29, 31, 36, 65, 73, 89, 114, 115, 118, 120, 121, 124, 125, 126, 182)

Science

- (j) Improve teachers' expertise in science through focused training.
- (k) Develop the role of the co-ordinator by increasing the opportunities to monitor standards of attainment and the quality of teaching in science.
- (l) Implement an assessment system which gives a clear indication of pupils' attainment levels and use this information for future planning.
- (m) Raise the profile of the subject in school development planning.

(Paragraphs 1, 2, 3, 15, 40, 61, 63, 73, 75, 76, 77, 78, 83, 128, 129, 130, 134, 135, 136, 138)

Information and communication technology in Key Stage 2

- (n) Use information technology skills more frequently in other subject areas to develop pupils' skills, knowledge and understanding.
- (o) Implement an assessment system which gives a clear indication of pupils' attainment levels and use this information for future planning.
- (p) Continue to improve teachers' expertise through in-service training.

(Paragraphs 8, 40, 61, 63, 76, 108, 137, 164, 168, 171)

(2) Raise the quality of provision for children in the reception class by improving;

- (a) learning resources, especially within the curriculum area of knowledge and understanding of the world.
- (b) the facilities for outdoor activities.
- (c) the quality of teaching by in-service training.
- (d) access to basic facilities for toilets and cloakrooms.

(Paragraphs 11, 26, 41, 56, 74, 75, 90, 91, 93, 94, 97, 98, 99, 100, 101, 102, 103)

(3) Improve resources in art and design, music, design and technology, history, geography and especially science to increase the opportunities for experimental, creative and investigative learning. *

(Paragraphs 10, 15, 33, 39, 74, 94, 130, 137, 141, 144, 151, 152, 156, 158, 174)

OTHER SPECIFIED FEATURES

(4) Address weaknesses in accommodation by:

- (a) Investigating ways of improving storage so that corridors do not become congested during busy periods of the school day.
- (b) Providing pupils with better access to toilets and water facilities in order to increase curriculum time and broaden pupils' curriculum experiences.

(Paragraphs 56, 88, 144)

* These areas have already been identified by the school as requiring further improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	35	53	4	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	203
Number of full-time pupils eligible for free school meals	71

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	69

English as an additional language	No of pupils
Number of pupils with English as an additional language	32

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	6.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	10	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	11
	Girls	8	9	8
	Total	23	25	19
Percentage of pupils at NC level 2 or above	School	79 (75)	86 (85)	66 (81)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	11	15
	Girls	8	8	8
	Total	23	19	23
Percentage of pupils at NC level 2 or above	School	79 (82)	66 (89)	79 (89)
	National	82 (81)	86 (85)	87 (86)

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	16	12	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	7
	Girls	5	5	6
	Total	13	12	13
Percentage of pupils at NC level 4 or above	School	48 (56)	43 (44)	48 (56)
	National	70 (63)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	8
	Girls	5	4	4
	Total	12	10	12
Percentage of pupils at NC level 4 or above	School	44 (44)	37 (44)	44 (50)
	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	5
Black – African heritage	4
Black – other	0
Indian	28
Pakistani	2
Bangladeshi	0
Chinese	0
White	164
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	30
Average class size	30

Education support staff: YR– Y6

Total number of education support staff	6
Total aggregate hours worked per week	95

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	6	0
Other minority ethnic groups	1	0

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

Financial information

Financial year	1999-2000
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	£
Total income	368,947
Total expenditure	366,531
Expenditure per pupil	1,899.12
Balance brought forward from previous year	4,469
Balance carried forward to next year	6,885

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	195
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	21	2	0	0
My child is making good progress in school.	79	16	5	0	0
Behaviour in the school is good.	54	34	10	0	0
My child gets the right amount of work to do at home.	41	33	13	5	5
The teaching is good.	79	18	3	0	0
I am kept well informed about how my child is getting on.	82	15	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	89	7	0	2	0
The school expects my child to work hard and achieve his or her best.	90	5	0	2	0
The school works closely with parents.	82	15	2	2	0
The school is well led and managed.	84	11	0	2	3
The school is helping my child become mature and responsible.	77	11	5	2	2
The school provides an interesting range of activities outside lessons.	79	13	3	0	2

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

Pre-school experience and induction

95. All the children are admitted into the school at the beginning of the academic year in which they are five years old. The admission arrangements are clearly laid out in the school prospectus and one of the priorities for admission is for children whose application is on denominational grounds with written support from the Church. About two thirds of the children entering the school have experienced some pre-school provision either in a playgroup or nursery. Parents and children are invited into the school for three visits in the summer term prior to admission. Most parents visits on at least one occasion. No home visits are made. At the beginning of the year, children attend either morning or afternoon sessions and, at the time of the inspection, all children have been coming full time for a week. They appear to be well settled and quite at home.

Overall attainment

96. An initial baseline assessment is undertaken soon after the children come into school. A reasonable percentage of the pupils are average, 50 per cent in September 1998 and close to 33 per cent in 1999 when compared with children nationally. Most other children are well below the expected level, making the overall attainment in English and mathematics below average, overall, on entry to the school. Previous assessments at the end of the Foundation Stage show the children to make satisfactory progress during their time in the Reception class, but standards of attainment by the age of five are generally below national levels.

Teaching and learning

97. On the evidence of the lessons observed during the inspection, teaching, overall, in the Reception class is unsatisfactory. The regular class teacher does not have sufficient experience and knowledge of how very young children learn and her methods are more appropriate for older pupils. Her expectations are too high and the pupils are kept far too long sitting on the carpet, where they become restless and fidgety and lose concentration. Some strategies the children are requested to employ are too difficult for them and, although many pupils try hard with the tasks, they cannot achieve them. Because they try so hard to meet the teacher's expectations the children are too tired in the afternoons. Discipline methods are too formal. The children are given too little time to explore with their hands and to develop their social competencies through play. Some lessons are more successful, especially when the children are encouraged to talk about a story they have heard and the teacher uses a quiet, calm encouraging manner. One lesson in which the teacher praised the children well and kept them on task playing a game with objects built their confidence as well as extending their understanding and vocabulary. Lessons are planned thoroughly with early learning goals in mind. Procedures in assessment are undertaken regularly and give a clear picture of pupils' progress. Learning support assistants are skilful and very effective in supporting children's learning.

Personal, social and emotional development

98. Most children enter the school with a positive attitude and try hard to please the adults. They have a long day as they stay over dinnertime when caring older pupils help to look after them and play with them. The relationships between the older and younger children are well established and are valuable in developing the confidence of the younger ones and helping them integrate into the school community. The children have little other opportunity to develop their personal and social skills during the school day, partly because of the curriculum they receive and the restraint of the poor access to the outside play area. Also the distance of the classroom from the toilet facilities restricts their independence. Often, in class they do not have the opportunity to choose their own activities, but, when they do, they settle well and are busier and happier. During some lessons, the kindly reinforcement of the teacher's expectations of

behaviour by the Nursery Nurse helps the children give appropriate responses and listen carefully to and follow the teacher's requests. She also helps them tie shoelaces and fasten up their coats. The quality of teaching is generally satisfactory and children are judged to be below average attainment by the age of five.

Communication, language and literacy

99. All the children are able to state their needs and requirements when they enter the school and many can speak clearly. The pupils for whom English is an additional language have a full understanding and respond well. Many pupils express themselves clearly in sentences and listen well. Some will initiate a conversation. The children's vocabulary is extended as they listen to stories, but they are unable to predict outcomes. The classroom environment is insufficiently rich to encourage them to extend their vocabulary when they are playing. Children handle books properly, but their interest is in the pictures and the story. They show little interest in the text and do not have well developed pre-reading skills. Some children show knowledge of initial sounds and can find articles beginning with the same letter such as 'mess', 'middle' and 'microphone.' Little opportunity to join in a repeated refrain was seen during the inspection and the pupils are not asked to give reasons for choosing an activity. Pupils are unable to write their name and are not well motivated to write. They find the shape of the letter 'm' too difficult to copy. There is a very wide range of attainment in all the areas of this part of the curriculum but overall attainment is generally below average by the age of five and teaching is largely satisfactory.

Mathematical development

100. Children have poor mathematical skills when they enter the school and they have too few play-linked opportunities to develop them. Number lessons are highly structured, but the organisation is too complicated for children who are new to the school and much time is wasted explaining the various activities to them. Children can recognise simple patterns and match them to produce the shape of an elephant. Other activities are not well matched to the children's prior attainment level and they have difficulty ordering numbers to five and making the shape of a number with play dough or in the sand. The number shapes are not fixed in their mind and they are given too few opportunities to develop the concept. Many tasks set are too difficult for the pupils to achieve. Children confuse biggest and smallest with tallest and shortest partly because of an unsatisfactory demonstration by the teacher. Children are unable to order five objects by height and most cannot count accurately. The quality of teaching is unsatisfactory and attainment by the age of five is well below national levels.

Knowledge and understanding of the world

101. Provision for this area of the curriculum in the classroom is unsatisfactory, although the children's knowledge of the world at this early stage of their school life is satisfactory. There are no plants and few interesting pictures or tools. Children do not have the opportunity to cook or experiment with materials. Overall resources in the classroom for this area of the curriculum are limited. They include a pretend clinic area suitably equipped with doctor and nurse's uniform and water and sand play trays, which were not seen in use during the inspection. There is a farmyard with animals and a collection of vehicles. However, during the school day, little opportunity is given for the children to play and explore with these toys, as their time is so tightly structured. The lesson for the development of the children's knowledge and understanding of the world was linked to the current topic on 'myself.' It was based on eye colours and the external structure of the eye and the pupils found this interesting and listened well. Most children draw and colour an eye correctly, choosing from a restricted range of crayons. This was then placed on a bar chart, a good link with mathematics. The provision of resources has improved slightly since the previous inspection, but, overall, the quality of resources is still unsatisfactory. Teaching is generally satisfactory and children's attainment level by the age of five is below average.

Physical development

102. The children have an adequate, but unenclosed, outside play area, but there is no large apparatus and very few large toys for them to explore. It is not possible for them to move spontaneously from the classroom to outside as there is no direct access. Children have little opportunity to move around the school except as part of a group. Once a week, children are taken into the school hall for physical activities when they have the opportunity to develop their body and ball skills. The staff is just beginning to assess the children's use of pencils and they have discovered that about half of the children need support to make marks with a pencil. The staff are very caring and ensure that children are monitored at all times. Teaching is generally satisfactory and children's physical development by the age of five is broadly in line with national levels.

Creative development

103. There were few opportunities during the inspection to observe the development of the children's creativity. There is a table for painting which was used once for two children to paint bears. During this time they were under constant supervision from an adult. There are no on-going craft activities in the classroom and no collections of objects for the pupils to explore with their senses. Although the current topic is on 'myself', there was no assortment of objects and surfaces to look at, touch, feel and smell. There are no musical instruments in the room, no on-going access to taped music and stories and very little of interest to develop the children's imagination and curiosity. Teaching is generally satisfactory and pupils achieve below average standards by the age of five.

ENGLISH

104. Standards in English at the end of both key stages are below the national average. At the previous inspection, standards were reported as being satisfactory but there was a very substantial drop the following year, with standards rising steadily ever since. Standards are also below when compared to similar schools. Results are depressed because of the significant proportion of pupils identified as having special educational needs and the small percentage of pupils who attain above the nationally expected level 4 at the end of Key Stage 2. Results from the National Curriculum tests for 2000 at the end of Key Stage 2 show a marked improvement, with 60 per cent of pupils reaching the national average level 4 and 17 per cent reaching the above average level 5. Evidence from the inspection confirms these results.
105. When pupils begin to study the National Curriculum, their overall level of attainment is below that expected for five year olds. All pupils, including those with special educational needs make satisfactory progress throughout the school in all areas of English, but few potentially higher attainers reach the above average level 5.
106. Most pupils when they enter the school can make their wishes known and about 50 per cent can speak in properly formed sentences and hold a conversation with an adult. At the end of Key Stage 1, most pupils can answer questions and speak clearly. At the end of Key Stage 2, all pupils are eager to talk about their likes and dislikes, their work inside school and what they do at home. However, they make limited use of adjectives and extended sentences and, when they talk about a specific area of the curriculum, such as science or geography, they cannot find the correct vocabulary and resort to hand gestures. Throughout the school, the pupils listen well to teachers' instructions and follow them carefully.
107. At the end of both key stages, attainment in reading is below average. There is a very wide spread of attainment, particularly in Key Stage 1, where some pupils are accomplished readers and others can barely read at all. In the early stages of reading, the books are not well matched to the individual pupil's attainment, with some too easy and some too difficult. Lower attainers do not read often enough and are not well motivated when handling books and talking about the pictures. Most pupils take their book home to read every day. At the end of Key Stage 2, many pupils have achieved the nationally required level, but few reach above this and there is a substantial percentage with some reading difficulties. Many of these are pupils with special educational needs. Throughout the school, pupils have little opportunity to read aloud. During

the whole class, shared reading session the teachers read the text with the pupils following it and pupils are not given sufficient opportunity to read their work aloud. Most pupils read aloud to the teachers only once a week. There is good support at home from some families and a new whole school reward system encourages comments to be written in the home/school record books. The school system for developing knowledge of phonics is uneven and some pupils in Year 2 confuse sounds with names. Older pupils do not automatically turn to reference books or dictionaries to gain information. They prefer fiction books. Some visit a local library, but few pupils have a natural love of reading. The school is gradually building up its stock of fiction reading books and large print books for classroom use. As well as setting a large amount of money aside for this, it has used ingenious methods such as obtaining many free books from a commercial representative and holding a school Book Fair.

108. The school devotes much time and effort to the development of writing skills. As a consequence pupils have reached the school's set target for Key Stage 2 results. However, when these are compared both nationally and with similar schools the results are below the expected level, particularly the percentage of pupils attaining the higher Level 5. Pupils' difficulties with writing influence other subjects such as history and geography where the amount of written work is unsatisfactory. Many pupils, when they begin to study the National Curriculum in Year 1, have poor pencil control and find writing difficult. When they enter Year 2, very few pupils can write a legible script and the majority of pupils do not space their words and use ill-formed letters. Their script is difficult to decipher. In each class, teachers follow their own system for developing writing and this makes for an uneven approach throughout the school. Scrutiny of the previous year's work shows some pupils in Year 6 still writing in a printed script and in pencil. However, the handwriting of some Year 6 pupils seen during the inspection were well formed and in ink, but the volume of writing produced is too small. There is insufficient writing for a variety of purposes and no evidence of word processing. However, pupils do re-draft their work mainly for display purposes. The development of handwriting and word processing throughout the school is a priority and it is planned to write and implement a policy based on the needs of the school.
109. The school's system for developing spelling is uneven and standards are below average. Spelling is not always linked consistently to the needs of pupils at differing stages of development. The system of using word families is not explored sufficiently and older pupils are not given subject linked lists of spelling to learn. One effect of this is that many pupils have insufficient extended vocabulary to use both when speaking and writing.
110. Teaching in English across the school is satisfactory and there are examples of good teaching in both key stages. The literacy hour lessons are properly planned and prepared with suitable materials. Lessons are suitably structured, but, sometimes, pupils, especially the younger ones, are kept sitting on the carpet for too long a period and they become disinterested and fidgety. The pieces of shared text are well chosen according to the pupils' interest and aptitude and are enjoyed, especially when they include some humour. The older pupils readily make connections with previously read extracts such as writing by Roald Dahl and Roger McGough on first days in school. Most lessons are well organised but sometimes the pace is a little slow and there is an insufficiently rigorous approach by the teacher. Class discipline and relationships in the classrooms are good and teachers work hard at this. There are some class assessment records in place, but not always a whole class reading record. Whole school assessment procedures are satisfactory. A good recent development is that the teachers are beginning to set targets in English for individual pupils and these are written at the beginning of their books.
111. Pupils' attitudes to English vary considerably, some pupils show enjoyment, others are diffident. The behaviour of the pupils is generally good. Their good listening skills enable them to pay close attention in lessons and the firm class control of the teachers keeps them on task. Pupils like their teachers and do their best to please them. However, the pace of working is often slow and some time is lost, waiting for everyone to conform to the expected standard of behaviour. Pupils often work co-operatively in pairs and enjoy this. Little opportunity is given for independent working, partly because of the small size of the classrooms and also because there is no suitable library area for this type of activity. Group reading books are stored in the staff room and other reading books in the corridor. All are colour marked for degree of difficulty and this enables pupils to select their own books.

112. The school has spent a good deal of time, money and effort to develop pupils' English skills across the school. This curriculum area is a particular interest of the headteacher and there is an able co-ordinator who monitors the subject well. This approach has been successful in improving the quality of teaching. Although the reading scheme has been broadened at Key Stage 2, there is a shortage in the variety of reading books for the younger pupils. Reference books for all pupils to use in all subjects are in very short supply. The school is endeavouring to meet this shortcoming by borrowing topic packs from the Library Service. There is a shortage of textbooks for classroom use and, consequently, a good deal of the work set is on sheets photocopied by the teachers. This takes a lot of teachers' time and it does not encourage the pupils to extend their volume of writing. There is no formal system for the completion of work at home beyond reading practice. The school's homework club for Key Stage 2 is based mainly on developing and extending skills in English. It is well attended.
113. Since the last inspection, the school has improved its assessment procedures in English. Pupils' progress is monitored regularly and staff have a clear picture of the standards being achieved by each pupil. Although, at present, learning resources in English are only satisfactory, this represents an improvement since the last inspection. Literacy standards are generally below average, but skills are used appropriately in other subjects of the curriculum.

MATHEMATICS

114. Standards of attainment in mathematics at the end of both key stages are judged to be well below the nationally expected standards. Although the majority of pupils reach the national level 2 at the end of Key Stage 1 and level 4 at the end of Key Stage 2, a large minority of pupils, especially those with special educational needs, attain standards well below national levels. The 1999 and 2000 test results supports this inspection judgement. However, pupils, including those with special educational needs and English as an additional language, generally make sound progress through the school. They make steady improvement, increasing their knowledge, developing calculation skills and gaining a greater mathematical understanding.
115. The school results have shown an improvement over the last three years, but they are being out-paced by the general level of improvement in national standards in mathematics. The school is aware of the need to improve standards, but needs to give the subject an even higher profile by improving facilities, classroom support, creating further curriculum opportunities and fine tuning the analysis of pupils' performance to determine their strengths and weaknesses.
116. At the end of Key Stage 1, standards are well below average. The majority of pupils reach an appropriate standard when undertaking the measurement of everyday objects. They estimate whether a skipping rope or book will be longer or shorter than a 30 centimetre ruler. The average and higher attaining pupils in Year 2 use centimetre squares and a metre stick to measure items in the classroom. They have a good understanding of the differences of length of objects and measure reasonably accurately. Lower attaining pupils have a poor concept of measurement and find it difficult to compare the length of everyday objects with a non standard measure.
117. In number work, more able pupils are beginning to understand the place value of hundreds, tens and units, but lower attaining pupils are unsure and write the number one hundred and ten using five digits to arrive at 10010. Almost all pupils are developing a sound understanding of numbers and know how to increase and decrease the size of numbers by adding and subtracting. They place numbers in sequence according to size then record their answers accurately on a whiteboard.
118. At the end of Key Stage 2, the majority of pupils approaching the age of eleven are developing a sound understanding of the relationship between multiplication and division. Pupils translate multiplication sentences to division sums using the same digits. They are beginning to solve division problems, using a short division method, although they do not fully understand the processes involved at this early stage of the school year. Lower attaining pupils, many of whom are placed on the special educational needs register, have yet to fully grasp early multiplication tables and recall them sufficiently well to use in division processes. They require additional teacher explanation and practical support in order to complete tasks.

119. Evidence from the scrutiny of work from the previous Year 6 class shows that pupils measure angles of triangles with varying degrees of success, depending on their level of attainment. Previous work also reveals that most pupils develop a sound understanding of the measurement of area and perimeter. Pupils also handle data appropriately to construct and interpret charts from school collected information.
120. Pupils have ample opportunities to use their speaking and listening skills in mathematics lessons, often explaining their reasoning processes. However, pupils' mental recall of number facts can often be slow and not always applied well to problems set by the teacher in the introductory mental session.
121. The quality of teaching is judged to be satisfactory, overall, in both key stages, but there are many good, well prepared lessons. Teachers' knowledge of the subject matter to be taught is generally good. They use the national numeracy strategy effectively and set clear objectives for lessons. These factors enable pupils to acquire sound levels of knowledge, skills and understanding. Teachers manage pupils well and expect good standards of discipline. This has a positive effect on pupils' ability to concentrate. The good behaviour framework allows pupils to think coherently and not be distracted from the task set. There are too few opportunities for independent pupil work. There are exceptions, especially in Year 2, where the tasks set allow pupils to use their initiative and reasoning skills to solve problems. During the period of the inspection, tasks set for pupils in lessons were well matched to all attainment levels, allowing learning to progress appropriately. However, evidence from the scrutiny of work was less conclusive and indicated that higher attainers were not sufficiently challenged to reach higher, more appropriate levels, taking into account their capability. The amount of work produced by this group in exercise books was less than could be reasonably expected.
122. The quality of teachers' marking is variable. Although undertaken thoroughly, too little emphasis is placed in general on setting simple targets for pupils to achieve on a week by week basis. However, there is a perceptible improvement in the quality of marking since the introduction of a school marking policy. There is very little evidence of homework being set in mathematics and this is an opportunity missed by the school to consolidate and improve pupils' skills by setting simple tasks for them to complete outside school hours.
123. Pupils' attitudes in mathematics lessons are good. They show good levels of interest and co-operate well in groups and pairs. Behaviour is generally good. This is largely due to good class management strategies employed by teachers, but there is a tendency for some pupils, especially lower attainers, to become restless towards the end of lessons.
124. The school has adopted the national numeracy strategy successfully and implemented good short term planning systems and evaluation procedures. This is slowly having an effect on increasing pupils' standards and providing a good progressive build up of skills, knowledge and understanding in mathematics. However, the development of numeracy skills is limited largely to mathematics lessons and too little thought is given to structured opportunities in other areas of the curriculum to develop numeracy. There are too few displays in classrooms and corridors featuring mathematics across the curriculum. Standards in numeracy are generally well below average.
125. The curriculum is inclusive for all pupils. A small number of gifted pupils have been accepted at the Sandwell Mathematics Academy. They receive suitable opportunities to make sound progress and experience a broad range of activities. A comparatively high number of pupils have special education needs, yet few are recognised as having specific learning difficulties in mathematics. Evidence from the inspection suggest that more adult support and earlier identification of weaknesses are necessary for these pupils in order to accelerate their progress.
126. The co-ordinator is an established teacher who is giving good subject guidance. Recent monitoring of standards of pupils' work and the teaching has given him a clear picture of the quality of mathematics in school. The subject audit of April 2000 gives an accurate appraisal of some of the steps required to overcome the well below average performance of many pupils in mathematics. The subject generally needs a much higher profile in the life of the school through display. Further analysis of the strengths and weaknesses in pupils' test results would also give the staff a clearer picture of the areas which need to be targetted.

127. Since the last inspection, resources have improved, but a wider range of equipment is required to improve pupils' investigative work. In recent times, the quality of the curriculum and the monitoring of the subject has improved and this is slowly making an impact on pupils' performance.

SCIENCE

128. The percentage of pupils attaining the nationally agreed average standard in science at the end of Key Stages 1 and 2 is below the national average. The progress pupils make in developing skills, knowledge and understanding of the subject is erratic. Pupils with special educational needs generally make satisfactory progress, but too little account is taken by teachers of targets in individual education plans when planning their lessons. The progress made by pupils with English as an additional language is satisfactory.
129. The results of the National Curriculum assessments made by teachers in 1999 show that, at the end of Key Stage 1, pupils' attainments are well below national averages and below similar schools. Evidence from the inspection supports the results of National Curriculum tests. At the end of Key Stage 2, National Curriculum test results in 1999 show that pupils' attainments are well below the national average and similar schools. The results for the school year 2000 are much improved and likely to be close to the national average. Attainment over time, based on national test scores, indicate that pupils achieve standards below the national average.
130. Throughout Key Stage 1, pupils' skills in planning and carrying out investigations are unsatisfactory. Many pupils are unfamiliar with handling equipment, demonstrate little natural curiosity through asking questions and are not confident to offer suggestions about what might happen next. The majority have little understanding about how to modify an experiment by changing an element of a test and most pupils have too little clear understanding of the features of a fair test and cannot draw conclusions from interpreting test results or evaluating scientific evidence. Their ability to record their own work is under-developed throughout the key stage.
131. Pupils are familiar with plants and animals. They can name different parts of a plant and know that they require certain conditions for growth. Pupils in Year 2 learn about the stages of human and animal growth. They can match picture of animals with their young and know the names of a variety of creatures and their offspring. Most pupils in Year 1 know that human beings have five senses and are able to match these to the sense organs. They learn about a variety of familiar materials and their uses, including glass, wood, metal and plastic. Most pupils can explain why glass is suitable as a window, but not a chair. They learn about the effects of heating and cooling materials and know that water can be solid or liquid. By the end of the key stage, pupils have learned about electricity and its use. They have made their own simple circuits. They have acquired some understanding of forces and friction, but cannot readily or clearly explain their understanding of how forces can distort the shape of objects.
132. Opportunities for pupils to take responsibility for their learning are restricted, due to insufficient resources and many teachers performing experiments on behalf of pupils. Too few opportunities are included for pupils, especially those who are more able, to extend their scientific vocabulary and use mathematical and graphic skills to record their work.
133. Within Key Stage 2, the youngest pupils continue to develop their knowledge and understanding of materials. They examine a range of familiar objects, compare their similarities and differences and draw conclusions about why an object can be constructed using more than one type of material. The majority were able to explain that soft drinks could be purchased in cartons, plastic or glass bottles, because none of these would leak and allow the drink to escape. Older pupils extend their knowledge about the human body by studying the structure of the skeleton and how it supports the muscles. They know that as they grow taller their bones get longer. Pupils in Year 6 develop their skills in observation and classification. They use keys to identify and separate plant samples by their characteristics. Their criteria include texture, shape, size, smell and the presence or absence of berries, seeds or flowers.
134. By the end of the key stage, pupils have made erratic progress throughout the National Curriculum programmes of study. They are slightly more confident in performing a limited range

of experiments and conducting investigative work, but they do not consistently demonstrate a clear understanding of the full range of scientific processes, nor are they confident to describe theoretical ideas. Pupils' acquisition and use of scientific vocabulary are inconsistent and the recording of their work is weak. Worksheets are overused by some teachers and lack adequate differentiation for the range of age and ability of pupils in each class. Too few planned, progressive opportunities are provided for pupils to write extended accounts of their work. The amount of work and the depth to which it is taught, except in Year 5, are inadequate. This results in Year 6 pupils having to learn about too many aspects of the National Curriculum before the national tests. There is insufficient time for this to be carried out adequately and this contributes to the below average test scores at the end of the key stage.

135. The attitudes of the majority of pupils to their science lessons is satisfactory. They clearly enjoy positive relationships with their teachers and show them respect. They are generally motivated, most listen attentively and show pleasure in achieving success. However, when pupils find their work less interesting they are fidgety and too few make good efforts to answer the teachers' questions. On the occasions that pupils are afforded to perform investigations and experiments themselves they demonstrate high levels of enjoyment and clearly achieve great satisfaction from the opportunity to learn through discovery. When this opportunity was given to the pupils during the inspection, the quality of their learning experience was much greater than in lessons over-directed by the teacher. On these occasions, they demonstrate a genuine excitement about their discoveries.
136. During the inspection, teaching was satisfactory, but, overall, the subject is not taught in sufficient depth. In the best lessons teachers have a secure knowledge and understanding of the subject. Explanations are effective in enabling pupils to develop an understanding of scientific ideas and concepts. Teachers' questions challenge and extend pupils' thinking through their own enthusiasm for the subject. In less effective lessons, the tasks provided by teachers do not adequately challenge the pupils. Teachers do not have a secure knowledge and understanding of the subject or high expectations about the quality of the work pupils should achieve. They rely heavily upon mundane, uninteresting drawing and colouring activities or worksheets and are unable to relate the subject to everyday situations. In most classes, opportunities for pupils to perform their own experiments are not well planned to extend their knowledge and understanding of the work.
137. There is a policy for the subject and the school has adopted the Qualifications and Curriculum Authority guidance document since the time of the last inspection, but they do not yet have an impact upon raising standards and do not ensure that there is sufficient breadth and balance within the curriculum. There is a lack of rigour in assessment of pupils' work to help plan future lessons and to ensure that there is consistency between Key Stages 1 and 2. There is no portfolio of samples of pupils' work. The co-ordinator for the subject has recently returned from a secondment and has not had time for monitoring teaching or evaluating how effective the science curriculum is in promoting pupils' learning. There is inadequate emphasis upon promoting high achievement in all classes. Resources for science are poor and the use made of information technology to support investigative work and provide a point of reference is underdeveloped. Insufficient use is made of homework to support pupils' learning.
138. Since the time of the last inspection, national test results have been consistently below national averages and the results of similar schools. The results at the end of Key Stage 2 for the year 2000 are much improved due to the development of pupils' scientific knowledge. However, further work is required to raise and consistently maintain standards throughout the school.

ART AND DESIGN

139. Pupils are provided with a narrow range of art experiences. Within these, the standard of pupils' work, including those with special educational needs and English as an additional language, is generally satisfactory. Pupils' levels of attainment are broadly in line with nationally expected levels. They make satisfactory progress in their art lessons. Art lessons were not observed in all year groups during the time of the inspection. Therefore, judgements are also based upon scrutiny of planning documents, photographic evidence and an evaluation of pupils' work displayed in school as well as discussions with staff and pupils.

140. Through their art lessons and cross-curricular links with other subjects, pupils in Key Stage 1 are provided with opportunities to observe objects and record their observations, using pencil crayons, felt pens, chalk and charcoal. They replicate pictures of familiar animals such as zebras and lions and have recently started to use sketch books to practise techniques of drawing, shading and blending colours. The youngest pupils have painted self portraits using poster paints. They study the work of well known artists including Jackson Pollock and Van Gogh and produce their own versions of well known paintings such as 'The Sunflowers'.
141. In Key Stage 2, pupils continue to use their sketch books to draft and re-draft their ideas. They develop their skills of observation by reproducing sketches of a range of objects, including binoculars, microscopes, plants and flowers. They have had the opportunity to work with a visiting artist to create their own stained glass designs which are prominently displayed in the reception area of the school. During the inspection, Year 6 were investigating techniques to create the illusion of movement based upon newspaper cuttings of athletes performing in the Olympic Games. Pupils' knowledge of well known artists and their work is very limited. The opportunities they have to develop their skills in creating three-dimensional work are unsatisfactory, due to the paucity of resources, storage and space to construct large pieces of work.
142. Pupils demonstrate a positive attitude to their lessons and they behave well. They enjoy practical activities, concentrate on what they are being taught and take care of their own and others' work. They talk enthusiastically with each other whilst working and show a pride in having their work praised and admired. Pupils in Year 6 have developed a particularly mature attitude to learning and sustain a remarkable level of interest and perseverance with their work.
143. The teaching of art is satisfactory. In the best lessons, teachers have a secure knowledge and understanding of the subject, use suitable methods when teaching new ideas and make the best use they can of the very few resources available. They manage pupils' behaviour consistently and the planned activities provide challenge for the pupils. However, throughout the school insufficient emphasis is placed upon teaching skills, knowledge and understanding of artistic techniques or using art as an activity related to other subjects. Frequently expectations of what pupils can achieve are too low and too little importance is placed upon evaluating pupils' work and offering advice and suggestions about how it might be improved. In these lessons, pupils do not achieve as well as they could. Great importance is attached to celebrating pupils' achievements by displaying their work in the headteacher's gallery of excellent art work. However, not all work on display is annotated and clearly attributable to individuals or classes. The quality and use of day to day assessment is underdeveloped and there is no comprehensive portfolio of samples of pupils' work to show progression.
144. Due to the poor level of resources and storage for art materials the quality and range of learning opportunities is significantly curtailed, particularly in the area of three-dimensional work. Many classes do not have access to running water. However, in spite of the limitations the school has maintained satisfactory standards of teaching and learning.

DESIGN AND TECHNOLOGY

145. Pupils' work in design and technology is of a standard expected for pupils of their age. At the end of both key stages, pupils' attainment is broadly in line with national expectations. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress.
146. Only two lessons at Key Stage 2 were observed during the period of the inspection. Therefore, judgements take into account discussions with staff and pupils, scrutiny of documentation provided by the school and an evaluation of a range of other evidence and the limited selection of pupils' work available in the school.
147. In Key Stage 1, the youngest pupils draw pictures of boats and compile their ideas about what sort of materials they could use to make a model. Older pupils reach appropriate standards for their age. They design and construct a 'pop-up' card in the shape of a house and draw sketches of ways in which they could use rods to strengthen their design for a playground slide. Pupils at the end of the key stage have designed and made glove puppets, successfully using fabric and

felt, using glue and running stitch to join the materials.

148. In Key Stage 2, pupils continue to develop their designing and making skills using tie-dye fabric to make gifts such as a purse. In food technology younger pupils describe and compare different types of bread, selecting their favourite to make healthy sandwiches. Older pupils design a cake for a special occasion. Throughout the key stage, pupils are presented with a range of opportunities for design and construction work. They make monsters which use air power, torches which require circuits and musical instruments which can be shaken, plucked or struck. However, whilst the progress they make is satisfactory they are less competent in evaluating their work or making suggestions about how it could be improved.
149. In the two lessons observed during the inspection, the quality of teaching was good. In these lessons good use was made of questioning and answering to assess pupils' understanding. Pupils' ideas were positively encouraged and lessons were well planned to link with work being done in other subjects. The pace of learning was lively and pupils' behaviour was well managed. Throughout the school, teaching is generally satisfactory. Not all teachers have a secure knowledge and understanding of the subject and they are not clear about the difference between art and design and design and technology. Throughout the school, insufficient use is made of assessing and recording pupils' achievements, although the school has plans to remedy this weakness.
150. Pupils all have positive attitudes towards their lessons and behave well. They are well motivated and contribute meaningfully to an atmosphere of purposeful learning. They show respect for their own work and that of their classmates and are clearly thrilled when their efforts are praised and encouraged by the class teacher and visitors. They use resources sensibly and responsibly and readily clear away any mess they have made before the end of the lesson.
151. Since the time of the previous inspection, a new co-ordinator has been appointed to manage the development of the subject. She has a good overview of how the subject needs to be improved. However, the potential to make improvements is severely constrained by the poor level of resources available to teach the subject. Whilst the standard of pupils' work has risen in some aspects of the subject, pupils are not able to make progress in all aspects such as pneumatics or using mechanical components, including information and communication technology control.
152. Insufficient progress has been made by the school in addressing this key issue for action of unsatisfactory resources identified in the previous report.

GEOGRAPHY

153. The previous report stated that both the standards of teaching and attainment in geography were unsatisfactory. At the present time, standards are broadly average at the end of both key stages in spite of the long-term illness of the co-ordinator. The headteacher is managing the subject during the interim period.
154. Pupils have a satisfactory knowledge of geography in both key stages. The older pupils recall which areas they have studied, such as the life of a river, other countries, transport and the local area. They are eager to talk about the renewal of West Bromwich and which buildings have been preserved. They can name them. They understand the water cycle and can explain it but they did not know that water is stored in reservoirs; they were more concerned about the causes of flooding. Pupils are very concerned about the environment. They name the main geographical features. Pupils have strong moral views on respecting people's property. They have drawn maps in school, but not, as yet, using the computer. They enjoyed the school visit to the Millennium Dome and know it is at Greenwich. There is a close link with mathematics when pupils collect and analyse litter. They record the amount collected and then interpret the data and try to give logical reasons for their interpretation and justify their judgements.
155. Supporting the pupils' learning with practical activities helps attainment at Key Stage 1. In the lesson observed, the pupils were creating a collage map to link with their study of a big book on the Isle of Struay. They were identifying landmarks, but their imaginative thinking was not well developed and they needed a good deal of support.

156. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress in all lessons, but there are very limited resources to inspire them and they are not well challenged or motivated. The overall pace of progress is too slow throughout the school.
157. Generally, the pupils behave well and, in some lessons, very well. They often work in pairs and help each other. Occasionally, when they are tired, a few pupils become a little disruptive or lethargic. Most pupils show little enthusiasm for the subject, but try hard with the practical activities and listen well.
158. Teaching in geography is satisfactory in both key stages. Lessons in Key Stage 2 are properly planned with clear objectives shared with the pupils. Key Stage 1 teachers use activities to reinforce the pupils' understanding and this is successful. Teachers have a good range of strategies to keep the pupils' interest throughout the lessons, but the resources are limited and sometimes the pace of the lessons is too slow. Some effective links are made with literacy, art and craft and design technology and these give more meaning to the subject. Lessons are properly planned. Although some maps and books have been purchased, the shortage of resources within the school is a handicap for the teachers. The teachers maintain good discipline in the classroom with appropriate rewards given for good behaviour.
159. There have been recent initiatives to improve the shortage of resources. The school buys selections of topic loan books from the school Library Service and is now undertaking outside school visits to support the curriculum. Last year, this included a walk around the local area and a visit to the contrasting seaside town of Weston-super-Mare for Key Stage 1 and a Severn valley visit to support the studies on rivers.
160. There is no system in place for assessing the pupils' knowledge and, at the present time, there is no classroom monitoring of the subject, although the school has plans to remedy this weakness in the long term.

HISTORY

161. The previous inspection stated that standards of achievement were in line with national expectations, but that pupils were having little first hand experience and there was little assessment. Standards overall remain the same. There is improvement in the provision of first hand experiences, but, as yet, no assessment procedures are in place. Therefore, improvement since the previous inspection is satisfactory.
162. Attainment at the end of Key Stage 2 is broadly average. Pupils have a good knowledge of the Tudor period in history. They have a sound understanding of the events during the reign of King Henry the Eighth. They can recall the story of Guy Fawkes and know the reasons behind his actions. There is a good link with the arts when they recall the life stories of Mozart and Van Gogh. They understand the life styles of the Romans and have visited a museum where they saw artefacts and they can describe how Romans dressed. However, they have little knowledge of the 1960s or World War 2. This is remedied in the curriculum for this coming year. There are some well-written illustrated books on convict transportation to Australia by pupils who have recently left the school. No lessons were observed in Key Stage 1. However, scrutiny of the books from last year show that pupils reached broadly average standards. They learnt about famous people, nurses past and present, and listened to the story of the Great Fire of London. They visited a Fire Station to help them contrast old and new methods of controlling fires.
163. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress across the school. They have a sound understanding of the importance of historical events and this is being reinforced by school visits. They have quite a rich experience in history through visits to Dudley Castle, the Black Country Museum and Sandwell Valley, where there is a Victorian farm and old priory ruins.
164. No teaching was seen in Key Stage 1. In Key Stage 2, teaching is satisfactory, overall, with some good teaching being observed during the inspection. The lessons start on time and the teachers settle the pupils well before beginning the lesson. The use of concept maps is a good link with mathematics and the pupils enjoy producing and adding to these. Good links are

established between the work the pupils are doing and the Roman wall display. The pupils enjoy lessons and they feel confident in their knowledge. The teachers' instructions are clear and easy to follow. There is an expectation of good behaviour in all lessons and the teachers do not hesitate to apply sanctions if the pupils are not behaving well. No use is made of the CD ROM encyclopaedia, so some older pupils do not have opportunities to extend their learning in this way, nor are there regular opportunities to follow their own research.

165. A satisfactory curriculum is now in place and has been extended sufficiently to meet the particular circumstances of the school, including the use of local resources and visits. The school is beginning to collect its own artefacts to support the curriculum.
166. The co-ordination of the subject is not well developed. Assessment procedures are not yet in place and no monitoring of classroom practice is taking place but there are long term plans to remedy this weakness.

INFORMATION AND COMMUNICATION TECHNOLOGY

167. The previous report stated that the school needed to improve the levels of resourcing and the quality of teaching in information technology in both key stages. Attainment was below national expectations and pupils made unsatisfactory progress. There was no policy or scheme of work and machines were old and in poor condition. It has taken four years to rectify this position. The appointment of a knowledgeable co-ordinator, a year ago, and some additional designated money has led to a large investment being made. This has involved alterations to the school building to accommodate a computer suite with sufficient computers to teach half a class at a time. This was just becoming operational at the time of the inspection. There has been a good level of improvement since the last inspection. The very good leadership of the co-ordinator has had a very positive impact on raising standards.
168. At the end of Key Stage 2, attainment is below average, overall, although there are a few pupils with good computer skills who can access information, word process and create line and block graphs. Many of these skills have been acquired outside the school either at home or through using a computer at the local library. Scrutiny of last year's work shows that some pupils at the end of Key Stage 2 were able to use spreadsheets and build up a database on widths and area. The attainment of pupils at the end of Key Stage 1 is broadly average. They are able to manipulate the mouse properly, pick out and move articles on the screen and are beginning to show some confidence in their activities. All pupils throughout the school at the present time are making very rapid progress in their learning. There are very few computers in the classrooms and few links with other areas of the curriculum. The headteacher and co-ordinator are aware of this and are buying materials which will support and extend other curriculum areas. The teachers use these as they become more competent and acquire better technical knowledge.
169. Pupils are eager to work on the computers. Initially, one or two showed some apprehension but as their confidence grew, they became more and more involved and enthusiastic and were reluctant to stop their activities. Some pupils show pride in their achievements and want to talk about them. The pupils behave very well, treat the equipment with respect and pay close attention to the teacher's instructions. Some showed amazement at the images they created on the screen. All pupils stayed on task throughout the time allocated to them. This was very satisfactory for the stage of development and competence the pupils have reached.
170. All class lessons seen were taught by the subject co-ordinator. The lessons are very structured and directed as the teacher feels it is essential that all pupils acquire the skills necessary for them to develop their competencies and independence in operating the computers later in the school year. This is good use of a skilled teacher's time. Overall teaching in this subject is very good. The pupils are following a carefully thought out induction programme to familiarise them with the use of the keyboard and the functions of the computers. Lessons move at a good rate, each one is carefully thought out and all set objectives are achieved in the time allowed. The teacher's very good technical knowledge and the relationship she has with all the pupils means that they listen carefully to her instructions and do exactly as she says. She maintains very strong discipline and they respect her and follow her directions carefully. An overhead screen helps the presentation of the lessons and enables the teacher to keep strict control of the pupils' activities. The materials used are interesting to the pupils and motivate them well. The teacher is

well supported by an able parent helper and the opportunity is taken during these lessons to improve the class teachers' knowledge as they watch their pupils being taught.

171. As this subject is still in an early stage of development, there are no assessment procedures in place, as yet, to track pupils' progress. The co-ordinator plans to devise a system after the initial training sessions. She will do this in collaboration with the class teachers. A good deal of teacher training is planned for this term. It is supported by the Local Education Authority which is supplying a member of staff to train teachers in the integration of information technology in all subjects. The headteacher and co-ordinator have drawn up a large and detailed development plan for the subject and, so far, all targets have been achieved. A valuable link has been established with the local secondary school and it has been agreed in outline that the school can use their computer suite to help fast track some Year 5 and 6 pupils.

MUSIC

172. The standards of pupils' work in music are appropriate for their age and broadly in line with national expectations at the end of both key stages. Over time, pupils make satisfactory progress. Pupils with special educational needs and English as an additional language make similar progress to that of their classmates.
173. Pupils are provided with regular opportunities to sing together in school assemblies, They are confident and sing together tunefully. They have developed an appropriate sensitivity for audience, venue and occasion. Whilst waiting for assembly to begin, they are given the opportunity to listen to music from other times and places and develop some appreciation of how music can create different moods for the listener. However, too little direct reference is made to the contribution music makes to these occasions and, therefore, pupils miss opportunities to develop a deeper knowledge and understanding of the beauty of sound.
174. The very youngest pupils in Key Stage 1 listen attentively, sing simple songs and perform action rhymes confidently. They respond well when asked to perform quickly or slowly and can respond to different pieces of music by clapping or tapping their feet. Some pupils are familiar with the names of instruments including maracas, Indian bells and xylophone. They know musical terms such as pitch and can demonstrate the difference between high and low notes. Some pupils can explain that low sounds are made when the long pieces of wood are struck on the xylophone and high sounds when the shorter ones are struck. In Key Stage 2, pupils develop their knowledge and understanding of music and skills in performing. They become familiar with families of instruments, pictorial and conventional musical notation and music from around the world, including the West Indies. In Year 6, pupils are able to sing accompanied and unaccompanied in two parts, they recognise and interpret changes in melody. They are familiar with a range of vocabulary and clearly explain the difference between beat and rhythm. They recognise and name instruments, recalling the origin of the names such as glockenspiel originating from the German for "metal sound" and xylophone being of Greek derivation for "wood and sound". Throughout the school, pupils have too few opportunities to listen to music. There are limited resources available for this aspect of the curriculum and an over-reliance is placed upon teachers to provide their own materials to share with pupils.
175. Pupils enjoy their music lessons. They are very attentive, listen well and follow instructions carefully. They demonstrate confidence, an eagerness to perform to peers and are extremely keen to experiment with instruments. They enjoy singing.
176. The quality of teaching is satisfactory. Pupils are given a clear understanding of the tasks they are to undertake and the teachers draw their attention to points that arise during the work in progress. Provision is made for all pupils to take part in a range of activities covering all of the National Curriculum programmes of study, although more opportunities could be given to listening and appraising. The pace of lessons is satisfactory. The teachers have a variable level of knowledge and understanding of the subject and, where it is more secure, the quality of teaching is good or better. However, on occasions, lessons are over-directed and teachers are afraid to allow pupils to be creative, imaginative and noisy while exploring composition and the use of instruments. Where staff lack confidence in singing this inhibits pupils' response to this aspect of the curriculum.

177. Pupils are provided with a range of opportunities to play instruments. They have access to instrumental lessons from visiting teachers which are of a high quality. Pupils also benefit from a range of opportunities to become involved in local and national events including the Sandwell Youth Music Festival and performing at the Millennium Dome. The school has recently introduced an initiative where staff with specific expertise in music teach the subject to other classes. Even at this early stage, it is clear that this is having a significant impact on raising pupils' standard of work.
178. Since the time of the last inspection, the school has maintained satisfactory standards of pupils' attainment.

PHYSICAL EDUCATION

179. Pupils attain standards broadly in line with nationally expected levels at the end of both key stages. In swimming, the standards achieved by pupils in Year 6 is generally above the national target level.
180. At the end of Key Stage 1, Year 2 pupils engage in energetic exercise in warm up sessions and know that their pulse rate increases as a result of physical activity. Skills of throwing and catching with large balls are developed steadily through regular practice. In small sided games pupils begin to understand tactics when trying to retrieve the ball from an opponent. However, there are few opportunities for pupils to discuss their own performance, share their views and suggest ways of improving their own skills.
181. At the end of Key Stage 2, pupils achieve high standards in swimming, the majority swimming distances beyond a hundred metres. They use a variety of strokes to propel themselves through the water and they gain experience of personal survival techniques. There is an expectation that all Year 6 pupils will swim before entering secondary school. In games lessons, pupils design their own warm up activities to match the activity to be undertaken. They know that warm up sessions are an important part of preparation for physical exercise, if pulled muscles are to be avoided. When practising football skills, pupils pass in pairs and dribble the ball, increasing the degree of difficulty by moving at speed.
182. Overall, pupils, including those with special educational needs and English as an additional language, make sound progress throughout the school. They improve their skills, knowledge and understanding appropriately in each key stage.
183. The quality of teaching and learning in both key stages is sound. Most teachers have a good level of expertise and deliver lessons that build on pupils' previous experiences. They encourage pupils to remain healthy and think about the effects of exercise on their bodies. Lessons are well planned and provide appropriately matched activities of increasing difficulty to ensure that pupils make sound progress in skills development. Pupils are well managed and teachers maintain good discipline, ensuring that pupils concentrate on tasks. The pace of lessons is only moderate, especially towards the end of sessions, as teachers need to reinforce behaviour rules for restless pupils. The usual result is only a brief period of time being available for the consolidation of skills. In Key Stage 1, too little attention is given to the direct teaching of techniques. This slows pupils' progress and delays their basic understanding of developing the most effective ways of throwing and catching.
184. There is a generous time allocation given to the subject in the timetable, but it is used effectively to provide a good range of curricular experiences across the whole range of physical education. All pupils are treated equally and are included in the curricular provision. Pupils and staff are appropriately dressed for lessons.
185. The subject is co-ordinated effectively by an experienced teacher. He monitors the subject's development periodically and ensures that teachers are advised properly on local and national initiatives.
186. Assessment procedures for swimming are good and give teachers a clear picture of what pupils have achieved and what further improvements can be made. However, in other areas of the

subject they are yet to be developed, although the school has plans to implement a system in the near future.

187. The school has made satisfactory progress since the last inspection. The quality of teaching and the standards achieved by pupils have remained largely satisfactory. Resources have improved and the standard of swimming in school has also been enhanced, but the small school hall still proves a limiting factor for the development of skills in gymnastics and dance, especially for the older pupils.