

## INSPECTION REPORT

**ST. BARTHOLOMEW'S C OF E PRIMARY SCHOOL**

Penn, Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104359

Acting Headteacher: Miss Jane Morris

Reporting inspector: Dr Brian Male  
14906

Dates of inspection: 13<sup>th</sup> – 16<sup>th</sup> November 2000

Inspection number: 225176

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:         | 3 to 11 years  |
| Gender of pupils:            | Mixed  |
| School address:              | Sedgley Road<br>Penn<br>Wolverhampton<br>West Midlands |
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| Appropriate authority:       | Governing Body   |
| Name of chair of governors:  | Rev Preb F Williams                                    |
| Date of previous inspection: | June 1996  |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members              |                      | Subject responsibilities   | Aspect responsibilities   |
|---------------------------|----------------------|--|---|
| Dr Brian Male<br>14906    | Registered inspector | English<br>Geography<br>History  | What sort of school is it?<br>The school's results & achievements<br>How well are pupils taught?<br>How well is the school led & managed?                       |
| Mrs Sue Boyle<br>19419    | Lay inspector        |  | Pupils' attitudes, values & personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents? |
| Mrs Chris Cheong<br>12997 | Team inspector       | Areas of Learning for Children in the Foundation Stage<br>Equal Opportunities<br>Art           |   |
| Mrs Liz Curran<br>25559   | Team inspector       | Special Educational Needs<br>English as an Additional Language<br>Design & Technology<br>Music | How good are the curricular & other opportunities offered to pupils?  |
| Mr Bob Lever<br>16492     | Team inspector       | Mathematics<br>Science<br>Information Technology<br>Physical Education                         |   |

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

### **INFORMATION ABOUT THE SCHOOL**

This Church of England primary school serves the Penn area of Wolverhampton, and occupies its original Victorian building together with more recent extensions and additions. At the time of the inspection there were 284 pupils on roll in 10 classes. A further 61 pupils attended the nursery on a part-time basis. Most pupils start school with standards of attainment above those usually expected. Five per cent of the pupils are eligible for free school meals which is below the national average. Fifteen per cent of the pupils are on the Special Needs Register which is also below the national average. There are 26 pupils for whom English is an additional language which is above the national average.

The school was inspected shortly after the retirement of the headteacher, and was led at the time by the deputy headteacher.

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

The school ensures that its pupils make satisfactory progress in their learning and attain standards in line with schools of similar background. The quality of teaching is generally satisfactory, although there is a significant amount of unsatisfactory teaching. The school is being effectively managed during the absence of a headteacher, but there are still some aspects of leadership that need improvement. The school offers satisfactory value for money.

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

- Pupils have good attitudes to school and work well
- There are good relationships between pupils across the school and good links with pupils from other schools
- The school provides a wide curriculum enriched by residential visits
- The school is taking some effective steps to evaluate its performance
- There are some effective links to the community
- There is good provision for pupils' moral and social development

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

- The school needs to improve the overall quality of teaching
- Standards of writing need to be raised across the school
- The level of challenge within lessons needs to be raised, especially for the higher attaining pupils
- Although many parents are supportive of the school, there is a significant number with concerns, and the school needs to take steps to improve its relationships with these parents.
- The role of governors needs to be extended

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

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

The school was last inspected in June 1996. Since then, standards of attainment have remained above the national average and in line with the average of similar schools. Standards of behaviour are now satisfactory rather than good. The quality of teaching remains satisfactory overall, although there is some unsatisfactory teaching. The school has

successfully addressed some of the key issues raised: the structure of the management team is clearer, and the school's development plan is more effective. Schemes of work are now in place for all subjects. Standards of writing are higher, but still need to be improved. In other areas there has been poor progress: the governors are still not taking a sufficiently active role in financial planning, and there are still some weaknesses in the leadership of the school. The school is at a key point in its development with the pending appointment of a new headteacher, and, if it addresses the issues raised in this report, it can develop well.

## STANDARDS

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

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

Scores in 2000 were not so high as in 1999. This was because of the presence in the year group of a higher than usual proportion of pupils with special educational needs. Over the last four years, standards in all three subjects have been above the national average, but in line with the average of similar schools. Within English, standards in reading, speaking and listening are much higher than in writing.

Standards in English at Key Stage 1 have also tended to be above the national average, and average for similar schools, with standards of reading much better than writing. Standards at Key Stage 1 in mathematics have tended to be at the national average, and below the average of similar schools. Pupils enter the nursery with standards already above those usually found and make satisfactory progress across the school.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Pupils have good attitudes to school and work well in class. They sustain their concentration and are concerned to do well.  |
| Behaviour, in and out of classrooms    | Behaviour is generally satisfactory in class and around the school. Playground behaviour is adversely affected by the restricted size of the playgrounds, particularly at Key Stage 2. |
| Personal development and relationships | There are good relationships between pupils across the school. Pupils are polite and courteous and are thoughtful of others.   |
| Attendance                             | There is an above average rate of attendance.  |

## TEACHING AND LEARNING

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

In the school as a whole, teaching was good in almost a quarter of lessons, satisfactory in two thirds and unsatisfactory in a tenth. The amount of unsatisfactory teaching is a cause for concern and needs to be addressed immediately. The proportion of good teaching is much lower than average. Teaching is satisfactory overall in all subjects, but the teaching of writing is not as effective as other aspects. Where teaching is good there is high challenge to pupils and a quick pace that allows pupils to learn at a good rate. The unsatisfactory lessons were all associated with too low a challenge to ensure pupils learn effectively. The school needs to increase the number of lessons where teaching is good so that the challenge to pupils is kept high.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | The curriculum is broad and balanced and involves pupils in a wide range of learning. It is enriched by residential visits. The organisation of the timetable allows a good amount of time for subjects other than English and mathematics, but sometimes lessons are too long. There is a limited range of extra-curricular activities that are aimed mostly at older pupils. |
| Provision for pupils with special educational needs   | The school makes appropriate provision for these pupils, and the Code of Practice is followed. There are some pupils on the Register whose needs are less marked than would normally merit inclusion, and almost all pupils attain the expected standards at the age of seven and eleven.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | There is good provision for pupils' moral and social development. They have a good sense of right and wrong and social skills are well developed. Spiritual development is satisfactory. Cultural development is generally satisfactory, but there is little provision for multi-cultural education, even though twenty per cent of the pupils come from ethnic minorities.    |
| How well the school cares for its pupils  | There are appropriate arrangements for monitoring and supporting pupils' progress through the school. Arrangements for child protection are unsatisfactory as staff have not had appropriate recent training and the procedures are not clear to all members of staff.   |



## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The acting headteacher is managing the school effectively whilst a new headteacher is being appointed. Responsibilities have been devolved appropriately to co-ordinators who generally manage their subjects effectively. The monitoring of teaching has not identified the need to improve its quality. The management of teaching assistants has not allowed all of them to play a sufficiently full role in the school. |
| How well the governors fulfil their responsibilities             | The governors have not been giving sufficiently full discussion to aspects of the budget and to the standards that the school attains.  |
| The school's evaluation of its performance                       | The school is taking some effective steps to evaluate its performance. Test scores and other data are analysed and evaluated. The school's development plan sets some appropriate targets, although others are still somewhat general. The plan is much improved since the previous inspection.   |
| The strategic use of resources                                   | Resources are used generally effectively, although much of the furniture and resources in the nursery need renewing. The data concerning the budget are confusing and need to be clarified. The school offers satisfactory value for money.   |

There is a good level of teaching and support staff. Resources are generally adequate across the school except in the nursery where some furniture and equipment needs renewing. The school building is spacious and has been effectively developed, but the two playgrounds are very small and do not provide sufficient space for play.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What parents would like to see improved   |
|---|---|
| <ul style="list-style-type: none"> <li>• The behaviour of the pupils in the school</li> <li>• The attitudes and values that the school promotes</li> <li>• That children like coming to school</li> </ul> | <ul style="list-style-type: none"> <li>• The amount of work that pupils are expected to do at home</li> <li>• The range of extra-curricular activities</li> <li>• The information received from the school</li> </ul> |

Parents raised a number of concerns in their questionnaires and at the meeting with inspectors. The number doing so was much higher than usual. The inspection agrees with the above positive comments although behaviour is generally satisfactory rather than good. During the week of the inspection the amount of homework was appropriate. There is a limited range of extra-curricular activities, confined mainly to older pupils. There are some good aspects of the school's partnership with parents, such as the home-school learning group, but information about aspects such as the curriculum could be more full.

## **PART B: COMMENTARY**

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

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

1. Pupils enter the nursery with standards of attainment already above those expected for children of this age. Pupils make satisfactory overall progress through the school and standards in the core subjects are above the national average, but in line with the average of similar schools, by the time they leave at the age of eleven.

#### *The school's targets and pupils' achievement*

2. The school has set appropriate targets for its pupils by the time they leave the school in terms of numbers reaching the expected level (Level 4), and has generally exceeded them. Official targets are not required for pupils attaining Level 5, although these would be particularly helpful to this school.
3. The above average standards attained by pupils by the time they leave the school at eleven years old is in line with similar schools, and represent satisfactory achievement.

#### *Children under five*

4. Pupils enter the school as four-year-olds with standards of attainment above the national average. They make generally satisfactory progress through the nursery and reception year, and standards of attainment are above average in all the areas of learning except mathematical and creative development where standards are average.

#### *Key Stage 1*

5. In national tests for seven-year-olds in 2000, the overall standards, as measured by average point scores, were well above the national average in reading, above average in writing and average in mathematics. Compared to schools with similar backgrounds, standards were average in reading and writing, but well below average in mathematics.
6. Scores for writing in the 2000 national tests were lower than in 1999, but the same in reading and mathematics. Over the four years to 1999, the overall standard had been consistently well above the national average in reading and writing in terms of the numbers of pupils attaining the expected level, whilst standards in mathematics have varied from well above to below average.
7. Inspection evidence shows that standards this year are above the national average in reading and mathematics, but average in writing. Standards in science, information technology, history, art and physical education are also generally in line with those usually found. Standards in religious education are below expectations. Insufficient lessons were seen in other subjects for an overall judgement to be made.

#### *Key Stage 2*

8. In national tests for 11 year olds in 2000, standards were above the national average in English, and in line with the average in mathematics and science. Compared to schools of similar background, scores were average in English, and below average in mathematics and science. Scores were lower than in the 1999 national tests in all three subjects because of a higher number than usual of pupils with special educational needs. Standards had been consistent for the four previous years.

9. Inspection evidence indicates that the standards of the present pupils at the end of Key Stage 2 are above the national average in all three subjects. Standards are broadly in line with those in similar schools. In English, standards of reading, speaking and listening are much higher than in writing where they are in line with the national average, but below those of similar schools.
10. Standards in information technology, history, geography, physical education and religious education are generally in line with those usually found. Standards in art are below those usually found. Insufficient lessons were seen in other subjects for an overall judgement to be made.

#### *Progress of different groups*

11. At both key stages, the progress of higher attaining pupils is not as rapid as it should be, with relatively low numbers of pupils attaining the higher levels in English, mathematics and science. The school ensures that almost all pupils reach the expected levels by the ages of seven and eleven, but relatively few attain beyond that.
12. Pupils with special educational needs make generally satisfactory progress and very few fail to attain the expected levels. The progress of boys and girls is generally in line with that usually found. Pupils from ethnic minorities make progress in line with the rest of the school, and there is some good progress from pupils for whom English is an additional language, with all attaining the expected levels by seven and eleven.

#### *Numeracy and literacy*

13. Pupils develop good basic skills across the school. Standards in reading, speaking and listening are particularly good, as are standards in the number aspect of mathematics. Standards in writing are below those usually found in similar schools at both key stages.

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

14. Pupils have good attitudes to school. At the start of the day, pupils arrive ready for work and quickly make their way to their classroom. Most children like school and are interested in their lessons. They listen very well to their teachers. They show a commitment to their work and will persevere even when the task is mundane. However, they are rarely enthusiastic and occasionally appear subdued. This is because lessons frequently fail to stimulate or excite.
15. Behaviour in the school is satisfactory. In lessons, behaviour is mostly satisfactory but sometimes pupils are very noisy, especially when they are changing from one activity to another. Pupils do as they are told, but in some classes not always as quickly as they should. They are polite and show a high level of respect towards adults. Behaviour in assemblies is very good and pupils move sensibly around the school. There has been no exclusion in recent years.
16. Personal development is good. Pupils are confident moving around the school and comfortable speaking to adults. Pupils relate well to one another. They enjoy working in groups or in pairs and work well together. They share well and take turns. In the playground, children are lively and there is quite a bit of pulling and hanging on to others. The play is not aggressive, but in such a confined space there is always the risk that someone will get hurt. A feature of the school is the good relationships between children of different ethnic backgrounds. Pupils demonstrate respect and value the beliefs of others, for example when learning about other faiths. They show good initiative; for example, one child, noting that a neighbour had no hymn book,

quietly moved hers towards them so that they could share. This shows pleasing sensitivity towards the needs of others.

17. Attendance at the school is above the national average. Pupils arrive punctually at the start of the day and lessons begin on time. However, according to many parents the school does not always keep to its stated times. Nursery children are sometimes sent home before time and older children are sometimes quite late leaving their classrooms at the end of the day. During the week of the inspection the school started and finished on time.

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

18. The quality of teaching is generally satisfactory overall, but there is a significant amount of unsatisfactory teaching that needs to be addressed immediately. In the school as a whole, a tenth of the teaching seen was unsatisfactory, two thirds satisfactory and almost a quarter good. The amount of good teaching is lower than the national average.

### *Under fives*

19. The teaching of children under five is generally satisfactory. Of the lessons seen, a third were good, one unsatisfactory and the rest satisfactory. Teaching assistants make a valuable contribution to the children's learning and the smooth running of the classrooms but they are not always supported to understand the reason for an activity or how to further challenge pupils and are sometimes not aware of children's individual targets.

### *Key Stage 1*

20. The quality of teaching at Key Stage 1 is satisfactory overall. Teaching was good in over a quarter of lessons, and was unsatisfactory in a tenth, which were two religious education lessons. Teaching is satisfactory overall in English, mathematics, science and physical education. Teaching of religious education is unsatisfactory overall. Insufficient teaching was seen in other subjects for any overall judgement to be made.

### *Key Stage 2*

21. The quality of teaching is satisfactory overall at Key Stage 2. Teaching is good in a fifth of lessons, satisfactory in three-quarters and unsatisfactory in almost an eighth. Teaching is satisfactory overall in English, mathematics, science, history, geography and physical education. The teaching of art is unsatisfactory. Insufficient teaching was seen in other subjects for overall judgements to be made.

### *Teaching of different groups*

22. The teaching of pupils with special educational needs is generally appropriate, although there is little additional support. Teaching of pupils from ethnic minorities is in line with that for other pupils, and their needs are generally well met, although sometimes insufficient importance is attached to their own culture. There is some good support for pupils for whom English is an additional language and they make good progress.
23. The level of challenge in lessons is often not sufficient for higher attaining pupils. This is why comparatively few pupils attain the higher levels.

### *General*

24. The teaching of literacy and numeracy is generally satisfactory, although the teaching of writing is not as successful as the teaching of other aspects.

25. The significant amount of unsatisfactory teaching needs to be addressed urgently. In the unsatisfactory lessons, the amount of learning is insufficient and lessons do not build sufficiently on what pupils have already learned. For example, a Year 6 geography lesson did not build on what pupils had already learned, and did not challenge them to draw upon their geographical understanding to explain differences between the countries. In some unsatisfactory lessons, the teachers' own subject knowledge is insufficient; for example, in a Year 5 religious education lesson looking at Islam. In other lessons, the amount of learning is too little because the lessons last far longer than the amount of learning requires. In some cases it is the timetable slots, rather than the learning objectives, that dictate the length of lessons. The leadership of the school has not been sufficiently active in the monitoring and supporting of teaching to have addressed this issue.
26. Although teaching is generally satisfactory across the school, the proportion of lessons where teaching is good is much less than the national average. This is mainly because lessons could provide more challenge and pace, and often do not sufficiently enthuse the pupils. The range of teaching and learning strategies used is relatively narrow, and there is a standard lesson format of teachers' explanation followed by pupils' writing. There are examples of good, and very good teaching in the school, and one physical education lesson taken by a teaching assistant was outstanding. So there is already the good practice upon which the school can build.
27. Where teaching is good and very good, the level of challenge is high for all pupils, and the pace of learning is rapid. For example, a very good Year 5 mathematics lesson on division built very well on previous learning, and challenged all pupils' thinking in a quick-paced question and response session. Such lessons also enthuse the pupils and really stimulate their interest; for example, in a very good Year 3/4 science lesson on the skeleton, pupils were highly motivated and responded particularly well to the high level of challenge. Another key feature of the most successful lessons is the use of a wider range of teaching and learning styles. These often involve pupils more actively in their learning by involving them in planning investigations and solving problems. However, most lessons are very prescriptive and do not give pupils the scope that the National Curriculum requires to plan and select methods. Even where pupils are involved in what the school calls "independent research" it mainly involves individual pupils obtaining straightforward information from a given book rather than selecting key ideas from a range of sources they have selected.
28. The teaching of writing is not as successful as the teaching of reading across the school. No pupil attains Level 3 at the end of Key Stage 1, and comparatively few attain Level 5 at the end of Key Stage 2. In the school as a whole, there are too few opportunities for pupils to write extended pieces that would enable them to combine and put to use the various skills they learn within the literacy hour. Although most classes allocate extra time for extended English, this is not always used for extended writing. The teaching of writing is not always sufficiently focused on the precise requirements of the national curriculum and not all teachers are clear of the distinctions between one level and another. The most successful lessons build precisely on the assessments that have been made of what pupils can already do. For example, a good Year 3 lesson distinguished between those pupils needing to improve spelling and punctuation, but who could write interesting stories, from those whose spelling and punctuation are fine but need to write in a more interesting way. Group targets are very helpful in these situations. There are very few occasions when pupils are asked to review or redraft their writing in terms of clarity and style rather than for the correction of errors. Finally, the models of good writing presented to the pupils through their reading books or the 'big books' used in the literacy hour do not always illustrate the quality needed for the higher levels of attainment.

29. The school has a very good policy for managing pupils' behaviour, but its tenets are not always carried out by all teachers. Some parents have complained about unusual punishments being used that are well outside of the provisions of the school's own policy and very rare in schools. There was no such punishment during the period of the inspection, and the leadership of the school is aware of the need for vigilance in ensuring that its policies are carried out.

*The quality of learning*

30. The quality of learning, and the rate at which pupils acquire new knowledge, skills and understanding, is generally satisfactory. Pupils apply good intellectual effort to their work and sustain their interest well. Most have a good understanding of their own learning and what they need to do to improve. They are willing to work at a good pace, and where they are given sufficient independence to do so, they are very creative and productive.

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

31. The curriculum is broad and balanced, and meets the requirements of the National Curriculum. The curriculum for religious education is in line with the locally agreed syllabus. All pupils, including those with special educational needs, generally have equal access to the curriculum. However, as a result of the timetable, some pupils are missing important aspects of the literacy hour for activities such as cooking, and this reduces opportunities for learning.
32. At the time of the last inspection, the curriculum was seen as being balanced and broadly based. However, it was judged that many schemes of work did not meet the requirements of the revised National Curriculum. The evidence from this inspection suggests that improvements have been made, and there are plans to further review and develop policies and schemes of work, in the light of the new National Curriculum. The school has effective strategies for teaching literacy and numeracy and is successfully implementing the National Literacy and National Numeracy Strategies.
33. The curriculum provided for children under five ensures that prior attainment is being built on, and a sound range of experiences are provided across all areas of learning. However, tasks do not always provide sufficient challenge to children who have the potential to learn more quickly.
34. The provision for pupils with special educational needs is satisfactory. There are structures in place which fully meet the requirements of the National Code of Practice. In classes, teachers plan suitable work for pupils with special educational needs and classroom assistants are used to support identified pupils. Pupils with special educational needs make satisfactory progress throughout the school.
35. The range of extra-curricular activities is narrower than is normally found. Pupils in Key Stage 2 have the opportunity to take part in hockey, gym, football and French clubs. Spanish club has to be paid for by parents, which limits its availability to all pupils. Good support for learning in numeracy and literacy outside the school day is provided by teaching staff.
36. Community links are good. The school has strong links with the local church. It has visitors from local religious communities, and pupils make regular, and very valuable, visits to a local special school. Projects undertaken with local businesses provide

opportunities for learning in numeracy. Parents are able to improve their understanding of the curriculum through a weekly group meeting facilitated by a local college.

37. Links with all eleven receiving secondary schools are difficult. However, there are no concerns about the transfer arrangements.
38. Provision for pupils' spiritual development is satisfactory. Acts of collective worship are based appropriately on Christianity. Pupils listen well in assembly, but there are very limited opportunities for them to actively participate. Times for reflection do not take account of pupil's differing faiths and beliefs. Through the curriculum, there is little evidence of opportunities used to value the natural world or of pupils being uplifted by what they have seen or done. Pupils do value each other, but although some staff set a good example to pupils in this, not all are good role models in the way in which they relate to pupils. The link with the local special school provides an exceptional experience for Key Stage 1 pupils, and makes an excellent contribution to their spiritual and social development.
39. Provision for pupils' moral development is good. Pupils know and understand about rules. Classroom rules are prominently displayed. Teachers frequently talk about rules and what is and what is not appropriate behaviour.
40. Provision for social development is good. Pupils have good opportunities to work together in lessons and they do this well. The three residential visits enhance social provision by giving pupils valuable experience of working and playing outside school and away from home. The seating area in the Key Stage 2 playground is very attractive and provides a place for children who want to sit and perhaps talk with a friend. It would be more effective if staff insisted that all children used it for its intended purpose. In personal, social and health education lessons, pupils are given mostly sound opportunities to explore issues that arise in social situations.
41. Provision for pupils' cultural development is satisfactory. Pupils have a number of opportunities to visit museums and places of interest. Opportunities to learn about other faiths and cultures are mostly confined to religious education. There is still a great deal of scope to extend this so that multi-cultural education is given greater value and emphasis through the whole curriculum

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

42. The school has improved its arrangements for assessing pupils' attainment and progress, which were found to be weak at the previous inspection. Assessment information is analysed effectively and is used to identify areas for development for raising levels of pupils' attainments. In addition to the statutory assessments, the school is currently using national test materials to make annual assessments. The school also makes ongoing assessments and keeps appropriate records of pupils' attainment and progress in the core subjects of English and mathematics. The information is used appropriately to identify pupils who are experiencing difficulties and to set targets, but not sufficiently to raise standards for those pupils capable of higher attainment. Record keeping and assessments in the foundation subjects still need to be fully addressed to reflect the new curriculum, and the marking policy is not consistently applied.
43. In the nursery, assessments are left too late in the year and record keeping is not developmental, therefore it is not really possible to set individual targets for each

child. As targets are not clearly developed, teaching opportunities are missed. In the reception class, baseline assessment is undertaken but is not fully utilised to inform planning for both foundation stage age groups.

44. There are effective assessment procedures in place to identify pupils with special educational needs, which are fully understood by staff. Pupils are identified early and the class teacher and the special educational needs co-ordinator draw up appropriate individual education plans.
45. Health and safety procedures are sound. Issues are carefully considered; for example, the school is not using the authority's risk assessment because it does not consider it to be sufficiently thorough. The designated person for health and safety is very conscientious and committed but she has not had the authority's training in health and safety and there is no system of formal monitoring.
46. The school's arrangements for child protection are unsatisfactory. The child protection policy document has been developed since the last inspection. Until recently the responsibility was shared between a class teacher and the headteacher who has since retired. The class teacher has had child protection training, but not recently. Teaching and classroom staff discussed the policy when it was developed but have not done so since. Staff, such as the midday supervisors, have not been involved at all, and are unclear about who is the designated person for child protection. There is no monitoring of provision to ensure that pupils' awareness has been sufficiently raised.
47. The school has a very good behaviour policy that should be informing practice. However, the reality is that very few staff are following the guidance in the policy, which is based on positive behaviour management. Some staff only rarely use positive praise and some are quite negative towards children. A number of staff use sounds such as "Shush" in an attempt to quieten pupils far too often and with little effect. Some others raise their voice, a strategy that often only works for a short time. However, generally behaviour is satisfactory and the approach to children is of concern only because some staff at times use punishments that are inappropriate, for example, expecting young children to stand against a wall.
48. The monitoring of attendance, personal development and behaviour is appropriate. As a response to Local Authority guidance, the school recently developed a system for monitoring racial harassment. However, having taken advice it is now in the process of modifying its approach to include behavioural incidents. The school has adopted a very firm approach to racism, and incidents are very rare.

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

49. Although many parents are supportive of the school, there is a significant number with concerns, and the school has not established an effective relationship with these.
50. The school's links with parents are not sufficiently effective. There are some good initiatives in place. For example, the curriculum evenings and workshops are well attended and parents enjoy them and find them informative. There is also a good amount of written information for parents but the quality of the information, particularly about the curriculum, is not particularly helpful. Pupils' annual reports are somewhat sterile and do not always report on the progress pupils have made. Initiatives in the school such as The "Family Learning Group" are very good. The twelve week course is run by a local college, and gives parents ways to help their children learn. The link



with the local college is well established but the numbers of parents involved each time is relatively small. The school's arrangements for parents and children at the start and end of the day mean that even parents of very young children do not come into the classroom or even into the school. Although the acting headteacher stands at the gate to greet parents, the effect is to keep parents at the gate rather than to welcome them into the school. After school, children are collected from the playground. These arrangements do not give parents sufficient opportunities to see the work the school is doing, to feel part of the school or to establish an effective relationship with class teachers.

51. Most parents have good involvement with the school and support it well. Parents are encouraged to help and a good number come in to school. Many of these parents are well qualified and give very good support in the classroom. Parents take an active part in homework by helping their children and ensuring that the work is done. The parent teacher association is very active and appreciated by parents and school.

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

### *The headteacher and senior staff*

52. At the time of the inspection, the school was led by the deputy headteacher, with another teacher acting as deputy, whilst an appointment was being made to replace the recently retired headteacher. The school was being managed effectively. The deputy has an appropriate overview of the administration of the school, having had responsibilities for this under the previous headteacher. The previous inspection report suggested that the school lacked strong leadership. Such a judgement is difficult to make in the absence of the established headteacher, but it is evident from fact that the quality of provision and practice are not consistent across the school, that some weaknesses remain. There are some features of the school that are good, but others that need urgent improvement, particularly in the areas of teaching and learning. This has arisen through a lack of clear educational direction, and of lack of rigor in thinking through actions and policies. The leadership of the school has failed to address many of the issues raised in the previous inspection report.
53. The school has sought to improve the role of the senior management team and the subject co-ordinators as required by the last inspection, and has been generally effective in this. As the headteacher had retired just before the inspection, responsibilities and personnel had been recently changed and so roles were understandably very new to some people. Subjects are managed generally effectively and mathematics is managed well. The management of art, design and technology and religious education has not made sufficiently clear the progression required. In subjects other than English and mathematics, where national strategies make overall objectives clear, there needs to be more clarity in the overall learning objectives for topics, and a rigorous consideration of the content that is needed to support this learning.
54. The provision for pupils with special educational needs is managed generally effectively. The co-ordinator ensures that individual education plans are up to date and reviewed appropriately. Some parents report that they have not been informed appropriately about their child's inclusion on this list, but the school feels that the present system should avoid this happening. The process of identifying needs puts some pupils on the register whose needs would not normally merit inclusion. There is little extra support for pupils, but the school ensures that nearly all pupils attain the expected levels at seven and eleven.

55. The management of teaching assistants has not been effective. Some lack a job description and a clear role. Some are much more a part of the school than others. Although they work hard and provide some good teaching and support, they do not all feel equally valued by the leadership of the school.

#### *The governors*

56. The previous inspection reported that the governors provided sound pastoral support but were not effective in promoting a vision for the school's development. There were "considerable weaknesses in the management of the school" particularly in strategic planning. Some of the weaknesses remain. Although the Chair of Governors is active in the work of the school and is supportive, particularly in the absence of a headteacher, the governors as a whole have not been sufficiently involved in important decisions, for instance about the budget. The governing body has been somewhat divided, with some governors very critical of the way the school is run. To some extent, some governors have seen themselves as outsiders rather than as responsible for the school and for its policies and actions. It is essential that all governors work together in support of the school. Governors are required to act as "critical friends" for the school. In this case, some governors have been the friends and some the critics. Neither stance is appropriate by itself. This situation has made it difficult for the governors to consider the school's standards and achievements sufficiently rigorously, or to focus on the most important areas of development.
57. The school's budget has been prepared by the staff and approved by the governors without alternatives being fully considered. There is some confusion about the actual budget, with permission for a deficit budget being applied for when other figures suggested there was a surplus. Whatever the figures, insufficient discussion was given to alternatives to a deficit budget when such alternatives existed. For instance, the deputy headteacher was released from her teaching duties for half of the week; this would have almost paid for the expected deficit by itself.

#### *Monitoring, evaluation and targets*

58. The school is taking some effective steps to evaluate its performance. Test scores and other data are now being analysed and evaluated. This is helping the school to begin to focus on such issues as the performance of higher attaining pupils. The monitoring of teaching has not been rigorous, and this has led to inconsistency in quality and practice. The targets set in terms of pupils reaching the expected level by the age of eleven have generally been exceeded, and so could be more challenging. Although targets are not officially required for pupils attaining the higher levels, they would be helpful to a school where almost all reach the expected level. The school's development plan has been improved since the previous inspection but is still not fully linked to the school's budget, with some items being pursued only if funds allow.

#### *The budget and best value*

59. The last inspection reported that the school gave "barely adequate" value for money. Taking account of the average income and the generally satisfactory progress of the pupils the school now gives satisfactory value for money. The principles of 'best value' are generally applied in terms of obtaining goods and services. However, there are areas of expenditure that are not effective. For example, the deputy headteacher has had responsibility for a class for half of each week, but has spent some of this time on administrative duties that are normally carried out by a clerk. This is a very expensive use of time, and the previous inspection report specifically recommended that it should be changed. In the allocation of resources, the needs of the nursery have not been fully met.

### *Staffing, accommodation and learning resources*

60. The school has much improved its accommodation over recent years and it is now sufficient for its pupils. The accommodation for the reception class and for Key Stage 2 is of a much better quality than for the nursery and Key Stage 1. This also applies to much of the furniture and equipment. The Year 1 classroom remains accessed through other classrooms or an outside passage, which is not always easy for the youngest pupils. The main entrance hall is spacious and attractive, but is seldom used as an entrance by parents or pupils.
61. The site is very restricted, and the two playgrounds are far too small to accommodate the number of pupils. The Key Stage 2 playground, in particular, is so small that it adversely affects behaviour.
62. There is a good level of teachers and teaching assistants in the school.
63. There is a generally adequate level of resources across the school, except in design and technology and in the nursery, where much of the furniture and equipment needs renewing. The nursery is lacking in suitable spaces for small groups to work quietly and what spaces there are need reorganising, renewing and tidying as does much of the nursery equipment, such as toy baskets and boxes, home corner equipment and small group areas cushions, chairs etc.

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

64. In order to build on developments already taking place, and to ensure that pupils make maximum progress through the school, the governors and staff need to:
  - 1) Improve the overall quality of teaching by:
    - taking immediate steps to ensure that there is no unsatisfactory teaching
    - increasing the number of lessons where teaching is good
    - ensuring that staff with management responsibilities monitor and support teaching effectively
  - 2) Raise standards of writing across the school by:
    - giving pupils more opportunity to write extended pieces in English and other subjects
    - targeting teaching to the precise requirements of the higher levels
    - targeting lessons on the assessments made of the attainment of different groups
    - creating more opportunities for pupils to improve their writing in terms of clarity and style
    - ensuring that there are sufficient models of good writing in the pupils' reading materials
  - 3) Raise the level of challenge within lessons, especially for the higher attaining pupils, by ensuring that:
    - learning objectives focus directly on the higher levels of attainment
    - the level of challenge to all pupils is high
    - lessons enthuse and inspire pupils
    - pupils are involved in a wider range of learning styles
    - pupils are given more opportunities to be actively involved in their learning by planning investigations and solving problems

- 4) Establish a more effective relationship with all parents by:
  - building on the good relationships already established with many parents
  - ensuring that the school always listens and responds to parents' concerns
  - ensuring that parents are welcomed into school at times such as the beginning and end of the day
  - improve the quality of information to parents, particularly about the curriculum
  
- 5) Extend the role of governors by ensuring that:
  - the budget is scrutinised thoroughly and alternatives fully considered
  - the school's standards are rigorously considered
  - sufficient time is given either through a committee structure or meetings of the full governing body to carry this out
  - all relevant papers and information are made available to governors
  - all governors are appropriately involved in important decisions
  
65. The following minor issues are also raised by the report:
  - the size of the playgrounds
  - the quality of furniture and equipment in the nursery
  - the role of the school secretary
  - the management of teaching assistants

The school has already identified in its development planning the need to raise the level of challenge for higher attaining pupils and to develop the role of the governors. The school is also aware of the small size of the playgrounds and the need to renew equipment in the nursery.

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 89 |
| Number of discussions with staff, governors, other adults and pupils | 23 |

### 67. Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Un-satisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|-----------------|------|-----------|
| 1         | 3         | 20   | 66           | 9               | 1    | 0         |

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

### 68. Information about the school's pupils

| Pupils on the school's roll                                      | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 31      | 284     |
| Number of full-time pupils eligible for free school meals        | N/a     | 15      |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 0       | 1       |
| Number of pupils on the school's special educational needs register | 0       | 36      |

#### English as an additional language

|   | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 26           |

#### Pupil mobility in the last school year

|  | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 12           |
| Pupils who left the school other than at the usual time of leaving           | 9            |

### 69. Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 4.9 |
| National comparative data | 5.4 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.4 |
| National comparative data | 0.5 |

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

**70. Attainment at the end of Key Stage 1**

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|  | 2000 | 25   | 20    | 45    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 22      | 24      | 24          |
|   | Girls    | 20      | 19      | 19          |
|   | Total    | 42      | 43      | 43          |
| Percentage of pupils at NC level 2 or above | School   | 93 (98) | 96 (98) | 96 (90)     |
|   | National | 84 (82) | 84 (83) | 90 (87)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 22      | 22          | 24      |
|   | Girls    | 20      | 19          | 19      |
|   | Total    | 42      | 41          | 43      |
| Percentage of pupils at NC level 2 or above | School   | 93 (95) | 91 (93)     | 96 (95) |
|   | National | 84 (82) | 88 (86)     | 88 (87) |

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

**71. Attainment at the end of Key Stage 2**

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|  | 2000 | 21   | 16    | 37    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 19      | 17          | 20      |
|   | Girls    | 16      | 13          | 16      |
|   | Total    | 35      | 30          | 36      |
| Percentage of pupils at NC level 4 or above | School   | 95 (89) | 81 (81)     | 97 (97) |
|   | National | 75 (70) | 72 (69)     | 85 (78) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 14      | 17          | 15      |
|   | Girls    | 16      | 14          | 15      |
|   | Total    | 30      | 31          | 30      |
| Percentage of pupils at NC level 4 or above | School   | 81 (83) | 84 (81)     | 81 (89) |
|   | National | 70 (68) | 73 (69)     | 79 (75) |

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

**72. Ethnic background of pupils**

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 2            |
| Black – African heritage        | 1            |
| Black – other                   | 3            |
| Indian                          | 45           |
| Pakistani                       | 1            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 195          |
| Any other minority ethnic group | 10           |

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

**74. Teachers and classes**

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

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 12   |
| Number of pupils per qualified teacher   | 26.9 |
| Average class size                       | 28.5 |

**Education support staff: YR – Y6**

|   |    |
|---|----|
| Total number of education support staff | 4  |
| Total aggregate hours worked per week   | 65 |

**Qualified teachers and support staff: nursery**

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 1  |
| Number of pupils per qualified teacher   | 31 |

|   |    |
|---|----|
| Total number of education support staff | 2  |
| Total aggregate hours worked per week   | 65 |

|                                |      |
|--------------------------------|------|
| Number of pupils per FTE adult | 10.3 |
|--------------------------------|------|

*FTE means full-time equivalent.*

**73. Exclusions in the last school year**

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

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

**75. Financial information**

|                |           |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

|  | £       |
|--|---------|
| Total income                               | 529,004 |
| Total expenditure                          | 545,518 |
| Expenditure per pupil                      | 1,721   |
| Balance brought forward from previous year | 25,170  |
| Balance carried forward to next year       | 8,656   |

**76. Results of the survey of parents and carers**

**Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 345 |
| Number of questionnaires returned | 100 |

**Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 62             | 34            | 3                | 1                 | 0          |
| My child is making good progress in school.  | 33             | 58            | 7                | 0                 | 2          |
| Behaviour in the school is good.   | 44             | 53            | 0                | 0                 | 3          |
| My child gets the right amount of work to do at home.                              | 25             | 52            | 16               | 3                 | 4          |
| The teaching is good.  | 32             | 59            | 4                | 1                 | 4          |
| I am kept well informed about how my child is getting on.                          | 23             | 60            | 12               | 3                 | 2          |
| I would feel comfortable about approaching the school with questions or a problem. | 49             | 46            | 1.5              | 2                 | 1.5        |
| The school expects my child to work hard and achieve his or her best.              | 51             | 43            | 3                | 1                 | 2          |
| The school works closely with parents.   | 33             | 54            | 9                | 1                 | 3          |
| The school is well led and managed.  | 31             | 50            | 7.5              | 4                 | 7.5        |
| The school is helping my child become mature and responsible.                      | 37             | 58            | 4                | 0                 | 1          |
| The school provides an interesting range of activities outside lessons.            | 14.5           | 39            | 22               | 7.5               | 17         |



## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

77. There have been improvements made in the provision for children at the foundation stage since the previous inspection. Now most of the teaching is satisfactory. The curriculum in the reception class that was unsatisfactory at the time of the last inspection is now well organised and planned to provide a broad, balanced and appropriate curriculum for this age group. Outdoor play equipment has been replaced.
78. The overall attainment of children on entry to school is generally above that normally found. By the time they start in Year 1, the majority, including those with special needs, have made satisfactory progress in the Early Learning Goals and have achieved the majority of them. Standards are higher than those usually found in communication and English, knowledge and understanding of the world, creative development and personal, social and emotional development. Standards are similar to the nationally expected levels in mathematics and physical development.
79. The school provides a safe, happy, caring environment for children aged under six. They are offered a satisfactory range of experiences within a broad and balanced curriculum that satisfactorily covers the areas of learning expected for children of this age. Relationships with adults are good. Teaching in both classes is satisfactory, and the nursery and reception teachers plan together soundly. The reception teacher has secure knowledge and understanding of the Early Learning Goals, the curriculum designed for this age group. However, in the nursery, questioning and the adult-led activities are not always used effectively to extend their vocabulary and enhance their understanding,

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

80. By the time they leave the reception class children have achieved the early learning goals in this area. In both classes, children are beginning to learn to co-operate well with each other. For example, children in the nursery share and take turns well with one car and a petrol pump without being asked by an adult. They are developing self-confidence, which is demonstrated in opportunities given to them to report back about activities they have chosen to work with that day in the nursery, or to demonstrate “feelings” to the class as part of a drama lesson in the reception class.
81. Children demonstrate independence well in selecting activities and materials, but this is not possible enough in the nursery where much storage is inaccessible to children. They carry out instructions well, working when asked to do so, generally with a high level of independence, and commitment to the task. Their behaviour is good. In the reception class the children are expected by the school to leave their parents at the start of the school by a far away gate; this practice is not adding positively to their learning to be independent.
82. Children’s attention span and concentration is good. A good example of this, seen in the reception class, was a group of pupils who worked for a very long time without reference to the teacher, drawing detailed and carefully observed pictures of fruit.
83. The children are beginning to establish effective relationships with adults and other children that are well modelled for them by the teachers and the teaching assistants who work with them. The awareness of right and wrong is well promoted by the staff.

The children mostly treat their own and other people's property with care and consideration, picking up toys from the floor and clearing away with enthusiasm.

*Communication, language and literacy*

84. Attainment in language and literacy development by the time pupils enter Year 1 is good. Nearly all have achieved the Early Learning Goals, many pupils achieve beyond them and a few well beyond. Listening skills are well promoted by the staff. Children listen very well to stories and rhymes. They mostly listen to each other with interest in large and small groups, for instance, when discussing their feelings in different situations. They are willing to talk, using a growing vocabulary with increasing fluency, to express their thoughts. A good example of this was children in a reception class talking, unprompted, about "dissolving" jelly. Adults mostly use talk to good effect but a too narrow range of role-play situations is provided. In the nursery, social times, such as drinking milk, are not well used to encourage child to child conversation.
85. Elementary reading skills are established quickly in the reception classes, but too little is done in the nursery to draw attention to the printed word or to help children read familiar words that are of interest to them other than children's names. Children in the nursery are beginning to recognise letters of the alphabet by shape and sound which is good. The current system for parents supporting reading at home needs further thought. The nursery staff provide good opportunities for children to draw and write, but miss opportunities to focus on the differing needs of groups when the children spend time in small groups with an adult.
86. In the reception class, elements of the Literacy Framework are well used by staff. A good understanding of phonics is developed through effective word, sentence and text level work using well-known stories and rhymes such as "Each peach, pear, plum". Many of the children are confident writers, willing to have a try at spelling and writing, for instance when writing out their own recipe for fruit salad. Supplies of paper, pens, crayons and pencils are readily available and children use them often. Planning in both classes does not always sufficiently cater for the whole range of ability. It lacks sufficient support for teaching assistants and does not, in the nursery, include key questions and concepts to be taught and therefore sometimes opportunities are missed to further develop children's knowledge and skills.

*Mathematical development*

87. The attainment in mathematics by the time pupils enter Year 1 is in line with the level expected of children of this age. Pupils are learning to use mathematical language appropriately to describe amounts, positions and shapes. By the time they are five they are able to join in number songs, sort objects, for instance when packing toys away, and take part in number games.
88. They are able to count objects to ten and some beyond. Some pupils can write numerals accurately. Some children are beginning to show an awareness of number operations such as "one or two more". In the reception class, pupils make patterns with cubes in two colours, but opportunities are missed to challenge and inspire pupils mathematically. In the nursery, children are given too few opportunities to solve practical problems and develop an awareness of number operations and associated language.

*Knowledge and understanding of the world*

89. Children enter the nursery with levels of understanding in knowledge and understanding of the world higher than that generally found. Staff build on this knowledge satisfactorily and when the children leave to go to the Year 1 classes, their

level of understanding is higher than that normally found. For instance, they can identify the leaves on a pineapple and know that they come from hot countries.

90. They can discuss their homes and families confidently and show some good awareness of the wider environment in which they live. They are aware of the weather and of the changing seasons. They are involved in a satisfactory range of activities, such as making jelly and drawing autumn leaves. They are able to confidently talk about the recent past and events in their own school lives when they look at photographs taken of themselves in the reception class.

#### *Physical development*

91. In the area of physical development, children demonstrate attainment levels in line with those found generally throughout the country. Staff give the children many opportunities to handle pencils and crayons; for example, in the nursery pupils were drawing their favourite friend. Also modelling tools and malleable materials are used soundly to develop manipulative skills. Work with small equipment, such as balls and some large apparatus help develop their mobility, co-ordination and awareness of space. Children regularly use the school hall where they move confidently and enjoy the lessons. The nursery class uses the playground space several times a week.

#### *Creative development*

92. Children make satisfactory progress in creative and aesthetic skills, and attainment in this area of development is above that normally found. Staff regularly provide a wide range of activities including art, craft and music, but limited imaginative play. Children express their ideas in drawing; painting and modelling well, and through a sound range of activities learn how to explore colour, shape and texture. Pupils confidently use pencils and paint. An appropriate range of opportunities is provided for the children to develop their music skills, such as listening to piano and singing, and story/music tapes. Classroom displays such as the parts of the body and the story of Goldilocks, and the children's contributions to them support the learning well.

## **ENGLISH**

93. **At the end of both key stages, standards of attainment are broadly above the national average, but in line with the average of similar schools. Pupils make generally satisfactory progress through the school. This is generally in line with the standards found by the previous inspection.**

#### *Key Stage 1*

94. The school's scores in national tests for seven-year-olds in 2000 were above the national average in both reading and writing. Standards in both were in line with the average for similar schools. These standards have been consistent over the last four years. Although almost all pupils attained the expected level (Level 2) in writing, none attained the higher level (Level 3). Inspection evidence indicates that overall standards are the same this year.
95. Standards in speaking, listening and reading are higher than those in writing. Pupils start Year 1 with standards of speaking and listening already above average. By the age of seven, most pupils express themselves clearly and with some confidence.
96. Standards are above average in reading. Most pupils read with fluency and understanding, and many are able to sum up main points and discuss preferences. Children enjoy reading and are very keen to talk about their books. There is a good

focus on the teaching of reading, especially within the literacy hour, and there is good support from parents at home.

97. Standards in writing are generally average in terms of the number of pupils attaining the expected level (Level 2), but few pupils attain the higher level where writing is organised, imaginative and clear, and words are chosen for variety and interest. This is because there are too few opportunities for pupils to practice writing extended pieces independently, and they receive too little specific guidance on how to improve, beyond the correction of errors.

#### *Key Stage 2*

98. In national tests for eleven-year-olds in 2000, the school's scores were above the national average, and in line with the average in similar schools. This was lower than the previous year but in line with the year before that. Inspection evidence suggests that standards should remain above the national average this year and in line with the standards of schools with similar background.
99. As with Key Stage 1, standards in writing are not so high as those in reading, speaking and listening. In speaking and listening, pupils are able to convey their opinions clearly and listen attentively. Many are very articulate and can talk confidently with a wide vocabulary. There are few opportunities within lessons for pupils to practise the higher skills, such as making contributions and asking questions to develop ideas.
100. Reading skills are well developed with most pupils reading fluently and with understanding. Pupils are able to refer to the text when explaining their views. Most pupils enjoy reading and understand themes, events and characters. Skills in obtaining information from books are less well developed, and many find it difficult to isolate main points or collate information from a range of sources. This was evident in Year 6 pupils looking for information about Aztecs in their history topic. Whilst they retrieved individual pieces of information, very few were able to gain any overview of the topic they were investigating.
101. Standards in writing are in line with the national average, but below the average of similar schools. By the age of eleven, most pupils are able to write competently with correct spellings, punctuation and grammar. Comparatively few pupils are yet attaining the higher level (Level 5) of writing where vocabulary choices are adventurous and words chosen for effect.

#### *Attainment and progress of different groups*

102. Pupils with special educational needs at both key stages make satisfactory progress towards targets set in individual education plans, and almost all attain the expected levels. The progress of higher and lower attaining pupils is generally in line with what would be expected in reading, speaking and listening, but few pupils attain the higher level. At Key Stage 1, boys have tended to attain higher than girls, contrary to the national trend.

#### *The quality of teaching*

103. The quality of teaching is satisfactory overall at both key stages, with some good teaching at both key stages. In the school as a whole, teaching was good in four tenths of the lessons, and unsatisfactory in only a twentieth. There is more good teaching in English than in any other subject.
104. Where the teaching is good, the lessons interest and challenge the pupils. Some good quality questioning in a Year 5/6 lesson looking at a poem by Browning

challenged the pupils to think about the literary devices used by the poet, "Why does he say 'painted stations whistle by? Why are they 'painted'? Why do they 'whistle'?" Some good pace and clear explanations from the teacher allowed Year 4 pupils to build well on what they had learned before, and to change verbs and adverbs in a given piece. This lesson was also a good example of the need for good literature, as the pupils' reading books contained few of the "powerful" verbs the pupils were seeking. A Year 3/4 lesson enthused pupils by its use of actual newspapers, which provided good models for the headlines they were writing. Year 2 pupils were also enthusiastic about a lesson on compound words; here the teacher's particularly good relationships with the children help generate their enthusiasm. In the Year 1/2 class, the teacher's very good story telling technique created avid interest in the "Detective Tilak" story and enabled them to pick out the main events well.

105. The teaching of writing has not produced standards as high as in other aspects of English or other subjects. There is a good focus on skills and aspects such as punctuation and spelling, but too few opportunities for pupils to engage in sustained independent writing where they can practise these skills and put the various elements together. Too few opportunities are created in subjects other than English for such sustained writing. There are also few opportunities for pupils to reflect upon what they have written in terms of its quality and clarity, or to make amendments that would improve these. Pupils work very well together and could co-operate in such appraisal. The literature presented to pupils in their reading books and in some of the literacy hour 'big books' is not always of sufficient quality to act as a model for the higher levels of writing.
106. The Literacy Hour has been generally effectively introduced. There is some opportunity for extended writing in other subjects such as history, but most work in other subjects is confined to short accounts that do not offer sufficient scope to develop skills.
107. There is some effective use of information technology, but this is mainly confined to writing stories rather than using the technology to amend and redraft. Older pupils make some use of information technology for research purposes and are able to access and use information, but this is still a fairly new departure.

## **MATHEMATICS**

108. At the end of both key stages, standards of attainment are above the national average, and in line with the average of similar schools. This is in line with the findings of the previous inspection.

### *Key Stage 1*

109. In national tests for seven-year-olds in 2000, the school's scores were in line with the national average, but well below the average of similar schools. Although all pupils attained the expected level (Level 2) in these tests, fewer than average attained the higher level (Level 3). These standards were in line with the previous year, and above the year before that.
110. Inspection findings indicate that standards have risen this year and are now above the national average, and in line with the average of similar schools.
111. By the age of seven, pupils have good knowledge of adding and subtracting numbers to 20, can order numbers to 100 and beyond and understand place value well. Many know number doubles and have good knowledge of the multiples of 2s, 5s and 10s

but not the other tables. In their work on shape and space, they know the names of 2-D and 3-D shapes and know how many sides and corners they have. Pupils' range of mathematical vocabulary is good and they use it confidently to describe how they solved a problem or describe the position of an object.

### *Key Stage 2*

112. In national tests for eleven-year-olds in 2000, the school's scores were in line with the national average, but below the average of similar schools. This was lower than in the four previous years when standards had been above the national average, and in line with similar schools.
113. Inspection evidence indicates that standards this year are at the above average level of the previous trend. The lower standards in 2000 were associated with the presence in the class of a higher proportion than usual of pupils with special educational needs.
114. By the age of eleven, most pupils demonstrate a good understanding and knowledge of basic computation, with most knowing their multiplication tables up to ten. Pupils can plot a shape by using co-ordinates and recognise and name different types of angles, but do not yet know the angle sum of a triangle. They are developing good ways for working things out and many pupils can explain their methods clearly; for instance, when playing a game to describe shapes hidden in a bag. They collect data and use an appropriate range of graphs and charts, including line graphs to display their data. Some pupils have the appropriate skills to work independently and follow their own lines of enquiry. Attainment of pupils with special educational needs is satisfactory. Pupils make sound progress in relation to their prior attainment over all. There is an appropriate emphasis on number work. They demonstrate a good level of interest in their work.
115. In all areas of the school, pupils' ability to use information and communication technology to develop their mathematical knowledge, skills and understanding is good. Teachers provide good opportunities for its development, especially at Key Stage 2. Other subjects make a sound contribution to mathematics; for instance pupils measure accurately in design and technology and use timelines in history.

### *Teaching and learning*

116. The quality of teaching and learning throughout the school are satisfactory overall, although there could be higher challenge for higher attaining pupils. In the lessons seen at Key Stage 1, the quality of teaching was usually satisfactory and occasionally good. At Key Stage 2, the quality of teaching was usually satisfactory and occasionally good or very good. Teachers' subject knowledge is satisfactory, but they often lack the skills to enthuse and challenge pupils. Lessons are soundly planned, mostly with good regard to the differing abilities of pupils within the classes. Pupils are provided for well by support staff.
117. Where teaching is good, teachers share the learning objectives with the class and return to them at the end to check understanding and learning. Also in better lessons seen, the learning aims are written up for pupils to see, the vocabulary is stressed and interruptions are minimised, Better teachers form strong connections with previous learning; such as in a Year 5 lesson on angles. Also in more successful lessons, teachers give clear exposition and timings, and all pupils are tightly focused on the work in hand.
118. In less successful lessons, the pace of learning is too slow, and the teachers are spending time labouring areas with all pupils that many are clear about already. In

some lessons pupils are limited by the teaching not challenging them sufficiently to learn. Overall, the marking of exercise books is inconsistent and not often helpful in directing pupils to understand how they can improve.

119. The teachers are familiar and secure with the National Numeracy Strategy, which they use effectively. The three-part lesson is soundly established, though the plenary part of lessons is not always well used. The mental arithmetic part of the lessons and the methods that teachers employ to ensure that all children contribute are beginning to have a positive impact on standards.

#### *Management*

120. The co-ordinator manages the subject well. She monitors the planning and results, and has time to monitor teaching and give feedback on a regular basis. She has addressed the weaknesses in the last report. She has successfully ensured the introduction of the numeracy strategy. She uses the data from national assessments to analyse overall weaknesses and trends and set targets for improvement. The school has effective assessment and record keeping procedures and these are working well in practice. The target setting procedures are working well at an individual pupil level.
121. The school has made satisfactory improvements since the last inspection. The use of commercial schemes of work has been rationed and more problem solving work is undertaken. Behaviour during mathematics lessons has improved. Teaching is now at least satisfactory or better. Work is better matched to the needs of the pupils in the mixed aged classes but more still needs to be done in this area. Standards have risen.

## **SCIENCE**

122. At the end of Key Stage 1, standards of attainment are in line with the national average, but below those of similar schools. At the end of Key Stage 2, standards are above the national average, but below those of similar schools. This is broadly in line with the findings of the last inspection.

#### *Key Stage 1*

123. There is no national test for seven-year-olds, but the teachers' own assessments in 2000 indicate that standards were above the national average, and in line with similar schools. Inspection findings indicate that standards this year are broadly in line with the national average. This is because comparatively few pupils attain above the expected level.
124. By the age of seven, pupils are able to make simple predictions about what they think will happen in investigations and record their work in a simple table. They understand the importance of diet and exercise for good health, and know how animals and humans care for their young. They can sort materials according to their properties and understand why some materials are useful for specific purposes. The pupils can recognise and name a number of sources of light and can identify which objects use mains electricity or batteries. Pupils capable of higher attainment are not always challenged to show more depth in their investigations or to use scientific language to describe what they have found out.

#### *Key Stage 2*

125. In national tests for eleven-year-olds in 2000, the school's scores were in line with the national average, but below the average of similar schools. This was lower than

the previous three years, mainly because of the presence in the class of a higher than usual proportion of pupils with special educational needs. Inspection findings indicate that standards are higher this year, and similar to the previous trend. Although a higher number of pupils than usual attain the expected level (Level 4), comparatively few pupils attain the higher level (Level 5).

126. By the age of 11, the pupils are able to use the resources that they are given for experimental work, but lack skill in devising their own experiments to investigate their activities or to choose from a range of information sources. They can describe the functions of some important plant and human organs, and investigate the growth of mould in their study of micro-organisms. They are aware of methods such as filtration for separating simple materials and can classify materials as solids, liquids or gases. They investigate pitch and how the ear works and know that light travels in a straight line.

#### *Teaching and learning*

127. The quality of teaching and learning is satisfactory at both key stages. At Key Stage 2, the quality of teaching is satisfactory overall, but ranges from very good to unsatisfactory. In a very good Year 3/4 lesson, the pupils were enthused in their study of skeletons. The activities were well matched to pupils' needs and set high challenge to enable the pupils to make good progress. In an unsuccessful lesson in Year 5 on how a mirror surface can distort an image, pupils learned little because the teacher had not planned the lesson well. In some lessons, over direction of the pupils' work by the teacher results in insufficient development of their initiative and their investigative skills. Pupils capable of higher attainment are not always sufficiently challenged.
128. The newly appointed co-ordinator has produced an action plan which includes provision for monitoring pupils' work and teachers' planning, but there is currently no programme to monitor classroom practice.

#### **ART**

129. Standards of attainment of seven-year-olds in art are in line with those normally found. Attainment for the 11-year-olds is below that normally found. This is lower than at the time of the last inspection.
130. By the time they are seven years old, most pupils are developing an awareness of colour, shape and texture and are able to use these elements in their own work; for instance, when they look closely at autumn leaves and feathers to reproduce their textures. Skills of painting, through painting self-portraits and mixing secondary colours, are developing satisfactorily. Less satisfactory are their skills of being able to choose their own medium from a range that they know how to use and know what effect it will have, and three-dimensional work. Pupils have sound knowledge of famous artists and are beginning to develop a vocabulary to describe art. Links with other subjects, such as history and geography, are used extensively. Good use is made of information technology; for instance, pupils in Year 2 produce pleasing designs in the style of Mondrian. They enjoy their work and behave well during art lessons.
131. By the end of Key Stage 2, pupils lack the skills and understanding normally expected for this age group when engaged in such activities as drawing illustrations in other subjects or undertaking observational drawing. Drawing and observational skills developed lower down the school are not being systemically developed and



extended. Painting, printing and three-dimensional work also lack progression. Pupils know very little about different artists or understand the methods and styles that famous artists use that they can apply to their work. They are able to evaluate and modify their own ideas when encouraged to do so, but lack understanding of the vocabulary for art. As with the younger pupils, they are unable to make reasoned choices from a range of media.

132. The quality of teaching is satisfactory at Key Stage 1 and unsatisfactory at Key Stage 2. Lesson planning is of a variable standard. At its best, it shows how art activities are sequenced to build on one another and indicate how pupils' knowledge of artists or the work of different cultures is part of the overall programme. At Key Stage 2, teachers are not helping children develop satisfactory knowledge of different artists. Nor are they being given sufficient opportunities to appraise art, both their own or that of others. They are not being given opportunities to choose skilfully from a range of media or the knowledge of different techniques and media to be able to do so. Insufficient opportunities are given to practice and build on learned skills or to use sketchbooks to modify, develop ideas or look closely. Some teachers lack knowledge of the subject.
133. Resources are satisfactory, but, as much of them are stored in the co-ordinator's classroom, not all members of staff are aware of the range available. The current scheme of work gives insufficient guidance on the progression of skills. Too many art lessons, especially for the older pupils, involve illustrating other subjects rather than teaching art. The school has a good collection of reproductions of artists' work and postcards to support the subject, but less to support art from other cultures.
134. At the time of the last inspection, art was found to be satisfactory overall, but was not being systematically taught, and the school's scheme of work needed development, as did the range of materials. Now there is a scheme in place, but it is not sufficiently helpful to teachers to teach the necessary progression of skills. The range of materials have been increased, but these are not being widely used and the subject is still not being systematically taught at Key Stage 2.

## **DESIGN & TECHNOLOGY**

135. It was not possible to see sufficient lessons in the subject during the inspection for any overall judgement to be made. The previous inspection found that standards were broadly average.
136. In the one lesson seen, during the Thursday afternoon activities sessions, Year 3 and 4 pupils were working at an appropriate level. They were working with good independence and an appropriate range of tools and materials when designing and making a waterwheel. Some pupils had little experience of different ways of joining materials, but all could talk about their designs appropriately.
137. The subject co-ordinator recognises that the policy and scheme of work need to be revised, in light of the new National Curriculum. Resources are adequate but need to be developed. The school development plan identifies actions to develop the subject in the next academic year.

## **GEOGRAPHY**

138. At the end of Key Stage 2, standards of attainment are generally in line with those usually found. This is lower than at the time of the last inspection.
139. It was not possible to see any geography lessons at Key Stage 1 during the inspection so no overall judgements can be made about this key stage.
140. By the end of Key Stage 2, most pupils have a reasonable awareness of the features of different places, and have been involved in some field work and map work. However, many have not even reached the expected level of recognising geographical patterns and appreciating the importance of wider geographical location in an understanding of places. For example, very few Year 6 pupils were able to talk about the location of their home town and relate that to its economy in answering questions such as "What jobs do people do in Wolverhampton? Why are they located here?". In some lessons, the teaching does not focus sufficiently on these key points to allow understanding to develop. This was the case in a Year 5 lesson looking at the location of industries. Even at the end of the lesson, pupils had developed very little by way of an overall view. Year 6 pupils studying Brazil had a very hazy notion of its location vis-à-vis Europe and the equator, and none were able to describe the climate there. Too few Year 5 and 6 pupils were unable to locate Scotland on a map of the United Kingdom or London on a map of England.
141. Teaching is generally satisfactory, and over the years involves pupils in some good experiences on field trips and looking at the environment first hand. This is enriching and develops some good skills. However, lessons often focus insufficiently on the higher order understanding of the subject, and some basic knowledge, such as locations and climate, is not held by the pupils. The Year 6 lessons looking at Sao Paolo enabled the pupils to learn some facts about the city, but failed to address the higher level understandings of why the economy should be so different for our own, and how this relates to the geography of the country.
142. It is likely that standards appear lower than at the last inspection because the school has not moved on sufficiently in its teaching of the subject. Pupils are involved in some good first hand experiences and extend their knowledge through fieldwork and contact with the immediate environment, but there has been insufficient focus on the higher order demands of the National Curriculum.

## **HISTORY**

143. At the end of both key stages, standards are generally in line with those usually found. This is in line with the findings of the last inspection.
144. By the end of Key Stage 1, pupils have developed appropriate knowledge of a suitable range of events and famous people from history. Year 2 pupils are able to talk about the Fire of London, and are even aware of Samuel Pepy's account. They know about Guy Fawkes and understand something of the significance of the surrounding events (the inspection was in November!). Year 1 pupils are already able to talk about historical artefacts such as Victorian washing tubs and can relate this to their present day equivalents.
145. By the end of Key Stage 2, pupils have a reasonable knowledge of the periods they have studied and can recall many facts they have learned, but few have developed the overview that the higher levels require. For example, Year 6 pupils are able to

recall many facts about the Victorian period, which was the last full topic they had studied, but few were able to talk about the changes that occurred in Britain during that period, and this is the requirement of the expected level (Level 4). Few were able to relate developments in Victorian times to their own location or to Wolverhampton. In the Aztec topic they were studying during the inspection, very few pupils knew which period of history they were studying or whether it came before or after the Victorian period in England. This is mainly because the topic is taught in terms of details, rather than using detail to illustrate a wider understanding of history.

146. The teaching of history is generally satisfactory, but does not always sufficiently address the higher levels of understanding. In a good Year 1/2 lesson, pupils' interest was well engaged by a good range of historical artefacts, and some good questioning by the teaching assistant encouraged them to think about these and relate them to utensils in their own homes. A Year 4 lesson gave pupils appropriate opportunities to investigate aspects of life in Tudor times, but pupils were not given full scope to look for and combine information, and the materials given made it difficult to distinguish between rich and poor that was the focus of the lesson. The topics themselves would benefit from a clarification of the overall learning objectives and a rigorous consideration of what content is needed to support these.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

147. **Standards of attainment are in line with those usually found at the end of both key stages. The school has successfully kept abreast of developments in the subject, and standards are improving.**
148. By the end of Key Stage 1, attainment is broadly in line with the national expectation and pupils make steady progress in extending their knowledge and developing their skills. At the last inspection, standards were also average.
149. By the age of seven, pupils can generate and communicate ideas using text and pictures. There was a good example of the use of an art package in Year 1/2 to produce work in the style of Mondrian. Pupils show appropriate knowledge of the keyboard, and confidently and competently use the mouse. They use the features in a variety of programs. They can use computer simulations to explore imaginary situations and can give direct commands to produce a variety of outcomes when using controllable toys.
150. By the end of Key Stage 2, pupils' attainment is overall in line with the national expectation. It is above in communicating and handling text, but average in handling data, controlling, monitoring and modelling.
151. By the age of eleven, pupils show an awareness of audience when combining text and graphics in their work. They can use a variety of fonts, colours and sizes. They use multi-media and the Internet to access information. They present their work using 'PowerPoint' and have used desktop publishing to produce publicity for their novels. In geography, they collect and display data and use computer generated maps to plan and time their route to Conway. They have the opportunity to control events in a predetermined way, sense physical data, and explore patterns and relationships with the aid of computer simulations or models. The use of information technology across the curriculum is developing well. Pupils make good use of word processing to produce their work and presentations, and are confident in accessing information for various topics. They have access to a scanner and digital camera to support their

work. In science, they use sensors to investigate the insulation properties of various materials.

152. There was limited opportunity to observe direct teaching. Other evidence shows that teachers are now competent to use the range of software planned for their class and some have high skills. In an activity session for pupils from Years 4 and 5, the teaching of a presentation package was good. When pupils are working on computers, teachers show sound awareness and intervene appropriately. In a Year 3/4 science lesson, the teacher provided good opportunities for pupils to access and print information on animal skeletons, which they used well to explore the similarities and differences between the human skeleton and that of various animals. The acting headteacher has recently taken over the co-ordination of the subject. She has a good understanding of what needs to be developed and has identified appropriate resource and training needs.

## **MUSIC**

153. Because of timetable arrangements it was not possible to observe music lessons during the inspection week and no judgement can be made on pupils' attainment. Virtually all singing teaching is by a visiting specialist teacher and takes place at the beginning and the end of the week. Listening and composing skills are also taught at this time. However, from documentation provided, there is clear evidence of a detailed policy and guidelines to support the teaching of music.
154. A good feature during the week of inspection was the quality of pupils' singing in assemblies. The peripatetic music teacher also provides teaching on recorder for children in Years 5 and 6. Another visiting specialist teaches violin to interested pupils. Parents make a financial contribution to this.

## **PHYSICAL EDUCATION**

155. Standards have been maintained since the previous inspection and are in line with those usually found at both key stages. Pupils make steady progress as they go through the school. As a result of skilled teaching, standards in gymnastics are high in the older classes. Records show that almost all pupils attain the national expectation for swimming.
156. By the age of seven, pupils can plan and perform simple skills with safety and control the linking of actions. They are able to make simple judgements and discuss what they and others have done. They use space and change direction and level appropriate to their age.
157. By the age of eleven, pupils can practise and improve their own performance, working alone, in pairs and groups, or as team members. They can evaluate their own and others' performance, and apply it to improving their own variety, quality and accuracy. They sustain energetic activity over suitable periods of time and show they understand the effect of exercise on their bodies, appreciating the need for careful warm up and cool down.
158. The quality of teaching and learning is satisfactory at both key stages. In a Year 6 gymnastics lesson, the teaching by a teaching assistant, who is a gymnastics instructor, was excellent and led to a high standard of learning. She led a brisk stretch warm-up and explained that dynamism was the order of the day. Pupils were

extremely attentive and, as a result of skilled coaching, showed consistent precision, control and fluency in their movement sequences. The pupils with higher attainment are extended when taking part in school teams in inter-school competitions and show keen interest by participating in the extra-curricular sporting activities and outside clubs.

159. There is a limited range of sporting activities throughout the year for Key Stage 2 pupils. There are teams for football, 'unihoc' and gymnastics. Pupils take part in the district athletics and football competitions, and have had good success in the town gymnastics competition.

## **RELIGIOUS EDUCATION**

160. At the end of both key stages, pupils attain standards broadly in line with the expectations of the locally agreed syllabus. Standards have been maintained since the last inspection.
161. By the time they are seven, pupils have a sound knowledge of Christianity and some other faiths, such as the customs and traditions of Hindu and Sikh festivals. However, pupils in Years 3 and 4 have a limited understanding of the symbolism associated with these celebrations. During the discussion of light and dark, in the story of Rama and Sita, pupils found it difficult to give examples from the story. Pupils enjoy representing these occasions through drawing, classroom displays and retelling stories.
162. Pupils in Years 5 and 6 were interested in and recognised customs and practices from the Islamic faith. A visit from a Muslim speaker, during the school Islam Awareness week, was followed up effectively in class. Some pupils are able to talk about how other people's religious beliefs are important to them and they understand that people have the right to choose what they believe. They are also able to make some comparisons between the Islamic faith and Christianity. For example, pupils could talk about the significance of fasting during Lent and Ramadan.
163. The quality of teaching was unsatisfactory in the lessons seen at Key Stage 1, and satisfactory at Key Stage 2. At Key Stage 1, there were ineffective strategies to help pupils understand religious concepts and symbolism, which was the focus of the lessons. There was, therefore, insufficient learning. However, the standards attained by the pupils indicate that teaching is usually satisfactory. At Key Stage 2, lessons are generally planned effectively to teach pupils about the distinctive features of religious traditions. In one Year 5 lesson, pupils' progress was limited by the teacher's poor subject knowledge, and tasks that lacked challenge.
164. Throughout the school, pupils have good attitudes to the subject and are keen to learn. They behave well in lessons and listen attentively. Pupils' at Key Stage 1 are willing to talk about their work and stay on task. Pupils in Years 5 and 6 talk with interest about the Islamic faith and ask questions. They concentrate hard on written tasks, working quietly to complete them. The school has good links with the local church and has regular visits from other religious leaders from the community.