

INSPECTION REPORT

HEATHFIELDS INFANT SCHOOL

Tamworth

LEA area: Staffordshire

Unique reference number: 124158

Headteacher: Simon Griffiths

Reporting inspector: Barrie Mahoney
18175

Dates of inspection: 18 - 21 March 2002

Inspection number: 230215

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant |
| School category: | Community |
| Age range of pupils: | 4 to 7 |
| Gender of pupils: | Mixed |
| School address: | Saxon Close Wilnecote Tamworth Staffordshire |
| Postcode: | B77 5LU |
| Telephone number: | 01827 475065 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Stuart Tonks |
| Date of previous inspection: | 08/09/1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-----------------|----------------------|---|---|
| 18175 | Barrie Mahoney | Registered inspector | Science Information and communication technology Foundation stage | What sort of school is it? How high are standards? (a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| 9189 | John Horwood | Lay inspector | | How high are standards? (b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 31914 | Colette Gribble | Team inspector | History Music Equal opportunities | How good are the curricular and other opportunities offered to pupils? |
| 21910 | Gordon Longton | Team inspector | English Physical education Religious education Special educational needs | |

| | | | | |
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| 28320 | Robert Willey | Team inspector | Mathematics Art and design Design and technology Geography | |
|-------|---------------|----------------|---|--|

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REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 7 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| HOW HIGH ARE STANDARDS? | 11 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| | |
| HOW WELL ARE PUPILS TAUGHT? | 13 |
| | |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 14 |
| | |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 16 |
| | |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS? | 17 |
| | |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 18 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 20 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 21 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 25 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Heathfields Infant School is of average size and pupils are drawn from the Wilnecote area of the town of Tamworth. Pupils' attainment on entry to the school is below average, which is a significant change from the last inspection when it was judged to be average. At the time of the inspection there were 195 pupils on roll. There are 23 pupils with special educational needs (12 per cent), which is below the national average, of whom nine (five per cent) are on stages three to five of the school's register of special educational needs. Three pupils (two per cent) have a statement of special educational needs, which is broadly in line with the national average. Pupils' special educational needs range from moderate to profound learning difficulties. There are four per cent more boys than girls. A small minority of pupils are from other than UK ethnic heritages, and no pupil speaks English as a second language. There are 40 pupils (21 per cent) eligible for free school meals, which is above the national average. The headteacher has only been in post since April 2001.

HOW GOOD THE SCHOOL IS

This is an effective school that has many excellent and very good features. From a below average starting point, and due to good teaching, pupils achieve at least satisfactory and often good standards, with the exception of information and communication technology (ICT), where standards are too low. The school is particularly well led and managed by the newly appointed headteacher, with a shared commitment from staff, parents and governors to continuous improvement. The school provides good value for money.

What the school does well

- The quality of teaching is good throughout the school and this gives pupils a good start to the next stage of their education.
- The leadership and management of the headteacher and key staff are excellent and they effectively promote good achievement and effective teaching and learning.
- The school's provision for pupils with special educational needs is very good and so these pupils make particularly good progress.
- The provision for pupils' spiritual, moral, social and cultural development is excellent overall, and this effectively fosters their excellent attitudes to learning, very good behaviour and very good personal development.
- The school has very good links with parents and the community, which contribute positively to pupils' learning.
- The procedures for promoting pupils' good attendance are excellent.

What could be improved

- Provision for, and standards in, ICT.
- Procedures for assessing pupils' progress in some subjects to match the very effective arrangements in English, mathematics and science.
- The governors' understanding of their role in monitoring the work of the school.

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 September 1997. It has responded well and has made good progress in dealing with the key issues. Standards have been broadly maintained since the previous inspection, with the exception of ICT, where standards have fallen. Pupils' attendance has improved significantly. There have been good improvements in the quality and quantity of resources for pupils' learning. The school development planning process shows good improvement. Statutory requirements relating to the governors' annual report to parents are now met. However, the governors' role is still insufficiently developed and remains a weakness. With the appointment of the new headteacher, the school is now in a good position to raise standards further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1999 | 2000 | 2001 | 2001 | |
| reading | B | B | B | A | well above average A above average B average C below average D well below average E |
| writing | A | B | C | B | |
| mathematics | B | C | C | B | |

Children achieve well in the reception and pre-reception classes. They broaden and consolidate their knowledge in all areas of learning. By the time they get to the end of the reception year, most are broadly achieving the standards expected for children of this age. National Curriculum test results in 2001 for Year 2 pupils were above the national average in reading, and in line with the national average in writing and mathematics. When compared with schools having a similar percentage of pupils eligible for free school meals, standards are well above average in reading, and above average in writing and mathematics. Results for science, based upon teachers' assessments, indicate that more pupils than usual reach the average level and far more than usual achieve beyond this. Since 1997, trends over time show an improvement overall, although results have been very variable, and were particularly good in 1999. Since then, standards in writing have fallen from high to average levels, though in 2001 they were still higher than those found in similar schools. Variations in results from year to year are largely due to differences in the ability range of each year group, particularly in the proportion of very capable pupils.

From a below average starting point, and due to good teaching, pupils achieve at least satisfactory and often good standards by the end of Year 2, with the exception of ICT, where standards are below expectations and too low. Standards achieved by the oldest pupils are above expectations in religious education, art and design, music and physical education. They meet expectations in English, mathematics, science, design and technology, geography and history. Appropriate targets are set for year groups and individual pupils. During the inspection, there were no significant variations observed in the performance between girls and boys. Pupils with special educational needs achieve well in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Excellent. Pupils show genuine enthusiasm in coming to school, where they show very good interest and involvement in activities. |
| Behaviour, in and out of classrooms | Behaviour overall is very good with many occasions where it is excellent. There have been no exclusions. |
| Personal development and relationships | Very good. Relationships throughout the school are excellent. Pupils' personal development is very good. |
| Attendance | Good. Attendance rates are above the national average. Punctuality is good and there is no unauthorised absence. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 |
|------------------------|-----------|-------------|
| Quality of teaching | Good | Good |

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

The quality of teaching is good overall and leads to good learning. The quality of teaching for children in the reception and pre-reception classes is good. The quality of teaching and learning for pupils in Years 1 and 2 is very good in English and mathematics and good in science, religious education, design and technology, geography, music and physical education. There was insufficient evidence to make a judgement about the quality of teaching and learning in art and design and history. The quality of teaching in ICT is unsatisfactory and, as a result, pupils do not learn well enough. Literacy and numeracy are taught very well and this has a very good impact upon their learning. Strengths in the quality of teaching include good explanations about what pupils are going to learn at the beginning of lessons, and good reinforcement of objectives throughout lessons. Teachers match their questions to the individual abilities of pupils in class discussions in literacy and numeracy very well and this contributes positively to the standards achieved. Teachers manage pupils very well and have high expectations of their work and behaviour. Pupils with special educational needs are well supported and helped to make good progress. Higher-attaining pupils are challenged appropriately in most lessons. Pupils' learning is enhanced by their interest and concentration and their ability to work independently. They respond well to the high expectations and challenges given by teachers and this has a very good impact upon their learning.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Satisfactory overall. The quality and range of learning opportunities for children in the pre-reception and reception classes are good. However, ICT is under-developed for pupils in Years 1 and 2. |
| Provision for pupils with special educational needs | There is very good provision for all pupils with special educational needs. Pupils are identified early and good support is given. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision for pupils' personal development is well organised and pupils' personal skills are very well developed. There is excellent provision for pupils' spiritual, moral and social development. Provision for pupils' cultural development is very good. |
| How well the school cares for its pupils | The school provides very good care for its pupils. |

The school has a very good partnership with parents many of whom are very involved in supporting their child's education. The very good care is underpinned by the commitment of the school staff to look after the pupils and ensure that the school operates as one large family. The school has developed very effective procedures for assessing pupils' performance in English, mathematics and science. As yet, there are no formal systems of assessment in other subjects. There are very good day to day procedures for health and safety.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|----------------|---|
| Leadership and | The leadership and management of the headteacher are excellent. The |

| | |
|--|---|
| management by the headteacher and other key staff | whole staff support him very well. Together they have been successful in creating an effective school. |
| How well the governors fulfil their responsibilities | Satisfactory. However, the governors' understanding of their role in monitoring the work of the school is under-developed. |
| The school's evaluation of its performance | The school has clear, effective procedures for evaluating its performance. Staff have a very clear understanding of where strengths are found and a realistic view of areas for development and how to tackle them. |
| The strategic use of resources | Very good. The school makes very good use of available resources. |

The school is well staffed and there is an appropriate balance of experience and expertise. However, there is a higher than average number of teachers on temporary contracts employed due to previous falling rolls and budget difficulties. The quality, range and accessibility of resources are good overall. Accommodation is satisfactory overall with repairs needed to the school building. The school has worked very hard to improve the quality of the internal and external environment. The leadership and management of the school give a high priority to raising standards further. The principles of best value for money are applied well to decisions relating to the school budget.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • They find staff approachable • The way that children are helped to become mature and responsible. • The school is well led and managed. • Behaviour is good in the school. | <ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of homework. |

There were very few individual comments from parents and most of those were very favourable. A few parents were concerned about the amount of homework (some too little and some too much) and the limited after-school activities. The inspection team support the very positive views of the school, but consider that the use of homework is appropriate and that whilst after-school activities are limited, the overall provision of activities outside lessons is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry, as measured by assessment tests administered by teachers, is below expectations, and this is a significant change since the last inspection when attainment upon entry was judged to be in line with expectations. A number of children starting school demonstrate lower levels of personal, social and communication skills than usual. Children achieve well in the reception classes and broaden and consolidate their knowledge in all areas of learning. By the time children end the reception year, most are broadly achieving the standards expected for their age.
2. Pupils' performance was above the national average in reading, and in line with the national average in writing and mathematics in the National Curriculum tests in 2001 for seven-year-olds. Standards are well above average in reading, and above average in writing and mathematics when compared with schools having a similar percentage of pupils eligible for free school meals. Results for science, based upon teachers' assessments, show that the percentage of pupils achieving the expected level 2 was above the national average, with the number of pupils reaching the higher level 3 being well above average.
3. Trends over time indicate that since 1997, although standards for Year 2 pupils have been very variable, they show an improvement overall, with substantial improvements seen in 1999 in reading, writing and mathematics. However, since that time, standards in writing have fallen to average levels. These variations largely reflect differences in the make up of different year groups, notably the proportion of more able pupils. In spite of variations in the overall number of pupils achieving average levels, the proportion achieving the higher level 3 has improved since 1997.
4. Pupils achieve well as a result of good teaching in most subjects. The good quality teaching and the attention given to identifying areas of weakness also contribute to pupils' good achievement. As a result of its analysis, for example, the school has identified writing as a priority area for improvement during this academic year. Inspection evidence shows that high reading standards are being maintained and that writing is gradually improving. The standards achieved by the oldest pupils in writing are in line with national expectations. Pupils' handwriting is usually well formed and many Year 2 pupils join their letters successfully. By this age, pupils write for different purposes and sequence their stories soundly.
5. Standards of listening are higher than standards of speaking. Pupils listen closely to the teachers' instructions and respond promptly to questions, showing that they have followed what is being said. They concentrate hard and follow extended explanations of their tasks well. Some pupils lack confidence when speaking and this inhibits their progress. Higher attaining pupils, however, are confident and frequently add to the ideas of others, making alternative suggestions or expanding ideas. By the time they reach the end of Year 2, standards of speaking and listening overall are in line with national expectations.
6. Standards in reading are good. Pupils have a good understanding of the sounds that letters make because of the good teaching they are given in literacy lessons. The majority of pupils have good strategies for reading unfamiliar words, such as looking at pictures for clues and guessing the meaning from the sense of the story. By Year 2, pupils have read a range of fiction and non-fiction and most explain the difference between the two.
7. Pupils' attainment in mathematics is in line with national expectations by the end of Year 2. Pupils are developing a good grasp of number facts and their skill at manipulating numbers mentally is developing well. Most pupils recognise odd and even numbers, confidently double and halve numbers up to twenty and some know the two, three, five and ten multiplication tables. Pupils' number skills are well taught. As a result, pupils develop a good understanding, for example of multiplication and division as repeated addition and subtraction. However, they are not

- given enough opportunities to apply their mathematical learning and this impedes their progress.
8. Standards achieved in science by Year 2 pupils are in line with national expectations. In lessons, pupils make sound progress. They develop a good interest in the world around them and extend their skills of scientific enquiry. Clear learning objectives and good levels of motivation mean that pupils acquire skills and subject knowledge at a satisfactory rate and most pupils express their knowledge appropriately.
 9. Standards achieved in ICT by Year 2 pupils are below national expectations. This represents a decline in standards since the last inspection. In the scrutiny of pupils' work, only a small amount of evidence was found of ICT being used regularly in all classes and across the curriculum. This is because teaching is not regular or systematic enough. The school has already identified this as an area of weakness and is beginning to take effective measures to improve standards in this subject.
 10. Standards achieved by the end of Year 2 are above expectations in religious education, art and design, music and physical education. They are in line with expectations in design and technology, geography and history. Pupils with special educational needs are achieving standards in line with targets set in their individual education plans, and they are making good progress. The school has not identified gifted or talented pupils. The very small number of pupils from minority ethnic backgrounds are well supported and make appropriate progress.
 11. The headteacher, staff and governors are well aware of the school's strengths and weaknesses and are now setting appropriate targets for year groups and individual pupils. During the inspection, there were no significant variations observed in the performance between girls and boys.

Pupils' attitudes, values and personal development

12. Pupils have excellent attitudes to the school; they want to attend and treat the building and the learning resources with care and respect. Behaviour is very good, because pupils are managed very well and they have a clear understanding of the system of rewards and sanctions of the behaviour policy. Relationships are excellent; pupils demonstrate a clear understanding of the beliefs and values of others.
13. Attitudes to the school are excellent, with pupils enthusiastic to come to school and to be involved fully with all the activities. In many lessons, such as in a Year 2 physical education lesson, all pupils work hard to achieve high standards. In most lessons, such as in a mathematics lesson for children in the reception class, children are very focused and keen to answer questions. Pupils take pride in their work and demonstrate excellent co-operation and consideration for others. They demonstrate respect for both property and people in all areas of the school and throughout the day. Teaching methods ensure that pupils have the opportunities to respect other pupils by being considerate and by taking turns with questions. Pupils show concern for others; for example, when a pupil is not at registration they are very forthcoming if they know reasons and also show visible concern if they do not.
14. The school has high expectations of behaviour to which most pupils respond positively. Pupils are friendly and polite and this creates a welcoming environment. Pupils are very well behaved in their movement around the school and at lunch and break times, with no evidence of any oppressive behaviour, such as bullying. There are isolated occurrences of misbehaviour during outside play at break times, but these are with pupils whose social skills are still at an early stage of development, and the good quality care and supervision provide immediate support and guidance. In many lessons, such as in a Year 2 English lesson and a Year 1 mathematics lesson, there is excellent behaviour and this has a very positive impact upon pupils' learning. The whole-school community is harmonious and orderly with supervision at lunch and break times not only sufficient to ensure pupils' safety, but dedicated to extending their learning and development through close relationships and the provision of appropriate activities. There have been no exclusions over the past year.
15. A strength of the school is the excellent relationships that exist. The staff lead by example with

every member of staff being an equal part of the dedicated team there to support and guide pupils. They have developed excellent relationships with pupils. The guidance in personal development ensures that pupils have the same excellent relationships with each other. The

mutual support within the school ensures that all activities are totally inclusive. Pupils work very well together, listen attentively to the teachers, share resources and remain on task.

16. The school ethos, supported by the excellent relationships and very good behaviour provide an excellent learning environment. Teachers take every opportunity to advise and guide pupils and to develop their social and personal skills, including encouraging them to reflect on issues. Pupils are developing effective personal skills as they move through the school and are all very mature for their age. Within the classroom, there are very many opportunities for pupils to take responsibilities, which they accept eagerly; for example, as monitors or to demonstrate activities.
17. Attendance is above the national average and has been improving steadily in the recent years. There is no unauthorised absence. Pupils arrive at school and at lessons on time and, although keen to go out to play, understand that they have to tidy up and demonstrate calm behaviour before they leave the classroom. However, some family holidays still extend into the school term where families' working arrangements or financial circumstances prevent them taking holidays during the school holidays.

HOW WELL ARE PUPILS TAUGHT?

18. Taking all aspects of teaching into account, the quality of teaching is good overall and leads to good learning. All lessons observed were at least satisfactory, with 28 per cent being very good and 61 per cent being good. The high standard of teaching has been maintained since the last inspection. The consistently good and better quality teaching is having a beneficial effect upon pupils' learning.
19. Teaching of children in the reception classes is good. As a result, children achieve well. Teachers and support staff have good knowledge and understanding of the learning needs of young children. Teachers plan lessons to ensure that children undertake many practical experiences and make good use of play to extend their learning. Teachers clearly identify what they intend children to learn. The strengths in the teaching are the very good management of children, based upon good relationships and a calm, quiet discipline and the good assessments made by teachers and support staff to inform their future planning. In this secure, challenging and creatively rich environment, children try hard to succeed and work productively at a good pace. Children know what is expected of them, know the routines well, and become independent very quickly. Resources match the children's needs and are well organised for them to use independently.
20. The quality of teaching is very good in English and mathematics, good in science, religious education, design and technology, geography, music and physical education. There was insufficient evidence to make an overall judgement about the quality of teaching in art and design and history. The quality of teaching in ICT is unsatisfactory.
21. A particularly strong feature of the best lessons for pupils in Years 1 and 2 is the way that teachers explain what pupils are going to learn at the beginning of lessons and reinforce this effectively throughout. Very skilful class and behaviour management also help to ensure that concepts are clearly understood. Well-matched activities for groups of pupils and a thorough review at the end of the lesson ensure that pupils make good gains in their learning. In one very good Year 1 English lesson, pupils showed total involvement when making their "My History" books. In this lesson, the task of writing such a book was made exciting and fun, pupils had plenty of opportunity to discuss their views about what the book should contain. Pupils were very clear about the intended outcomes from the lesson and the part that they were expected to play.
22. A common feature in many lessons is the use of challenging questions to extend learning. A good example of this was observed during a Year 2 science lesson, when pupils were discussing health and growth. Through skilful questioning, the class teacher successfully encouraged pupils

to share what they knew about the growth of young animals and link this to the growth of humans. This contributes positively to the standards attained. Other strengths in the quality of teaching include well-focused teaching, based upon very good subject knowledge. Lessons proceed at a brisk pace and include a good variety of well-planned activities.

23. Teachers' planning is very good. Teachers plan together in year groups, thus ensuring that all pupils receive the same experiences. Teachers are supported well by classroom assistants who are well briefed about their responsibilities within lessons. In one very good mathematics lesson in Year 2, detailed planning by the class teacher, including an effective evaluation of previous lessons, ensured that no time was wasted and that pupils were given activities that were very relevant to their stage of learning. The "Beat the Clock" activity was a very effective mental starter to the lesson and motivated the pupils very well. As a result, learning was very effective and the objectives for the lesson were fully met. In the small number of satisfactory lessons, where strengths outweighed weaknesses, the pace of learning and teachers' expectations of what pupils could achieve were too modest.
24. The amount of good or better quality teaching has a significant impact upon the good progress that pupils with special educational needs make. Class teachers are well aware of their pupils' needs and work in co-operation with the co-ordinator for special educational needs and support staff. Experienced classroom assistants support pupils with special educational needs well. Higher-attaining pupils are also challenged appropriately.
25. All teachers show a good understanding of the National Literacy and Numeracy Strategies. Strengths include the good use of support staff in lessons, who provide valuable support and encouragement during group activities. This ensures that pupils remain on task and that their particular needs are met. All teachers make good use of available opportunities to extend language and this contributes to improvement in standards in English and mathematics. Teachers demonstrate good expertise in teaching literacy and numeracy skills.
26. Teachers' subject knowledge of ICT is inconsistent across the school and where it is weak, this has a detrimental effect upon pupils' learning. The school is well aware of this deficiency and has identified the need to improve provision for ICT as a high priority. Some teachers lack confidence in using ICT and this is currently being tackled through an effective training programme.
27. The use of homework is good throughout the school. Reading books are taken home regularly and reading records indicate a good working partnership between teachers and parents. There are also good examples of pupils working at home learning spellings and using reference books.
28. Due to previous falling rolls and budget difficulties, the school appointed a higher than average number of teachers on temporary contracts. However, due to good joint planning and recent regular monitoring of the quality of teaching and learning by the headteacher, there is minimal detrimental impact upon standards.

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

29. The school's curriculum has satisfactory breadth, balance and relevance for pupils in Years 1 and 2, and meets statutory requirements. Since the last inspection, the school has improved the balance of time between subjects for these pupils. The exception to this is in ICT, which remains weak, although this is being addressed currently. Children are experiencing a good range of learning opportunities in reception. The six areas of learning are well linked to the Early Learning Goals for children of this age. The school has an appropriate programme for reviewing and revising policies.
30. The provision for pupils with special educational needs is very good. These pupils benefit from a very good range of learning opportunities, and they make good progress. All pupils' special educational needs are identified as early as possible so that they receive appropriate help. Staff

are careful to ensure that there is equality of opportunity for boys and girls. The effectiveness of the implementation of National Literacy Strategy is very good. The National Numeracy Strategy is in place, and has a beneficial effect upon pupils' learning. Satisfactory schemes of work are in place for all subjects and effectively support teachers' planning. However, at present the school is relying heavily upon national guidelines and some schemes of work have been insufficiently

adapted to the needs of the school. The school is well aware of this weakness and there are plans to tackle this.

31. There is very good provision for pupils' personal, social and health education including for citizenship. Hygiene and health issues are covered appropriately, including sex education and drugs misuse. There is a very good range of visitors to the school who provide advice, support and information; these include the school nurse, local clergy, police and visiting artists.
32. The school's provision for extra-curricular activities is good and is planned to develop further with additional after-school clubs in the near future. This is an improvement since the last inspection. There is now a thriving after-school gardening club, which has contributed to the spectacular array of outdoor pots, plant displays and hanging baskets. At lunchtimes, games and small apparatus are used with adults to improve pupils' physical agility and dexterity.
33. Pupils' learning is enhanced by a good range of visits, such as to the theatre, museums and art galleries. A wide range of visits takes place throughout the year, including a trip to Blithfield Education Centre, which gives pupils experiences of a wide range of outdoor activities. There have been visits to the school from an artist in residence who spent a week working with pupils, and a circus group has visited the school to provide 'training' in circus activities. A music specialist from a partner school regularly provides additional music teaching for Year 2 pupils. Pupils have experienced role-play activities in the local church to extend their learning, and these include a wedding and a christening.
34. Local schools and colleges provide useful support to the school, from which pupils benefit. Relationships between the junior and infant schools are very strong and meetings regularly take place involving a cluster of local schools.
35. The provision for the pupils' spiritual, moral, social and cultural development is excellent, and has a very positive impact upon pupils' learning.
36. The provision for pupils' spiritual development is excellent. There are many opportunities for pupils to develop spiritual awareness within the curriculum and through collective worship. Assemblies have a strong Christian content and include a wide variety of themes planned throughout the year. In one whole-school assembly held during the inspection, four pupils from the junior school presented a play about the donkey that carried Jesus into Jerusalem. This was an excellent way to introduce pupils to the story of Easter. Towards the end of the assembly, there was a special time as the spring sunshine shone brightly through the windows onto the worship candle; music played and all of the pupils bowed their heads in a moment of reflection.
37. The setting of the school buildings, after all the work to improve the school's environment over the past year, helps pupils to focus on the wonders of nature. Religious education lessons also make a significant contribution to pupils' spiritual development. From the moment they enter the hall to attend assemblies, pupils have excellent attitudes, exemplary behaviour and participate with great reverence. Pupils are given very good opportunities to consider the natural world through visits to local areas of beauty. The excellent attention given to artistic display throughout the school contributes well to spirituality. The school has close links with the local Anglican Church. Pupils visit the church, and the vicar takes part in assemblies on a regular basis.
38. The provision for the pupils' moral development is excellent and is reflected in their very good behaviour. Teachers ensure that the detailed behaviour policy is consistently put into practice, both in lessons and at other times of the day. The code of conduct is successfully supported by "Golden Rules" and "Class Rules", which are agreed with the pupils and displayed in classrooms. Staff help pupils to understand the difference between right and wrong and to see the

consequences of their actions on others. They create an orderly environment and help pupils become responsible members of the community. Adults in the school set a very good example to pupils and encourage excellent relationships. Collective worship makes a valuable contribution to pupils' moral values and attitudes; for example, in the careful choice of themes.

39. The provision for the pupils' social development is excellent. Social skills are developed successfully during lessons, break and lunch times. All staff have successfully built an awareness of the school as a community where each member is valued and works for the common good. Pupils are expected to care for their surroundings and to take responsibility for classroom equipment. From an early age, pupils tidy away after lessons and some classes have team leaders in charge of their group's resources. The combined efforts of all pupils and staff, supported by many parents and local businesses, to improve the school's grounds and decorate the school is a very good example of the school's success in developing a whole-school approach to social development. The school is very active in supporting one charity each year, heightening the pupils' awareness of those less fortunate than themselves.
40. The provision for pupils' cultural development is very good. Pupils are presented with many aspects of culture from different parts of the world through displays around the school. They are encouraged to celebrate their own culture through appreciating the work of artists and musicians and through taking part in visits to the theatre; for example, the whole school recently attended a performance of "James and the Giant Peach". Pupils also learn about their own local area. The school prepares pupils well for life in a multi-cultural society. The scheme of work for religious education includes the study of different faiths, festivals, traditions and cultures. Pupils in Year 2 display considerable knowledge of the subject. In English lessons, pupils are successfully introduced to a range of authors and poets from around the world. They study the work of famous artists, and are beginning to match styles and patterns to specific countries or areas. Through history lessons pupils study how people used to live and know of famous events in their history such as the Great Fire of London. There is a good selection of books in the school library that provides material about local and worldwide cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The provision for the welfare of pupils is very good. It is underpinned by the strong ethos of the school and the close relationships between the staff and pupils. One of the main priorities of the school is about caring for each other, and a family atmosphere exists where pupils are clearly well known by staff. All activities are well supervised by caring staff throughout the school including break times and in the dining area.
42. The school ensures health and safety through its very good day to day procedures and open communications. Staff are well aware of emergency procedures and evacuation drills are carried out on a regular basis. All activities are reviewed to ensure adequate precautions are taken if required to ensure safety, but formal risk assessments are not undertaken regularly. The school keeps all its potentially hazardous materials, such as cleaning materials, in secure cupboards to ensure that there is no danger to pupils. The school's health and safety policy is scheduled for review in order to demonstrate that the appropriate assessments have been carried out. The main issues on health and safety from the last inspection have been dealt with satisfactorily.
43. The school has good medical facilities with most staff trained in first-aid and support available from external agencies as required. All records and reporting of injuries are kept accurately and securely. Procedures for child protection are good and meet legal requirements. The headteacher is the named child protection officer; he is fully trained and ensures that staff receive adequate guidance and training in the procedures.
44. The school's procedures for promoting and monitoring attendance are excellent and have been very effective in changing the unsatisfactory attendance rates at the time of the last inspection to the current good rates. The systems are based on encouragement and reward. They are significantly supported by the improved ethos of the school, which now makes the pupils so keen to come to school and which has made the parents so supportive of it. The school continues to

remind parents of the importance of good attendance through the prospectus and through newsletters.

45. Registration is carried out effectively at the start of each session. Any unexpected absence is followed up immediately by the office staff. The register data is 'scanned' into the monitoring system on a daily basis and regular analysis carried out, including reports for the governors.
46. Behaviour throughout the school is very good and clearly demonstrates the effectiveness of the procedures for promoting good behaviour and eliminating oppressive behaviour. The general ethos of the school and the family atmosphere help to promote a culture of high standards of behaviour.
47. The school cares very well for all special educational needs pupils. Difficulties are identified early and targets are set. The school has good working relationships with all agencies such as the speech and language service, which are used regularly to assist pupils. All pupils with special educational needs are given the same opportunities as other pupils and are included in every aspect of school life.
48. The school has developed very effective procedures for monitoring the academic performance of pupils in the core subjects of English, mathematics and science. National Curriculum tests and tasks are completed in accordance with statutory requirements. Trends have been analysed over the years. Good use is made of the information to help the setting of school targets; for example, the school identified the need to focus on improving writing. This is now receiving careful attention in all classes and improvements are beginning to be seen.
49. Pupils are organised into ability groups within classes from the results of assessments. This enables staff to increase the challenge for higher-attaining pupils and to support the lower-attaining pupils and those identified as having special educational needs adequately. As yet, there are no formal systems of assessment in other subjects. The school is aware of this and intends to develop these in the near future using ICT once all staff have received the necessary training.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents are very positive about the school and are extremely supportive of all that the school is doing for their children. Many are involved in the school through the Friends' Association, as parent governors, or providing help in and around school. Views of the school expressed by parents were all very favourable with the only two areas of minor concern being the amount of homework and the limited availability of after-school activities. The concerns on homework were mixed, with some parents feeling there was too much and others too little. The inspection team considers that homework provision is appropriate. The curriculum is successfully enriched by theme days, educational visits, book and multi-cultural weeks, lunchtime and after school clubs and activities, with further development planned. The inspection team judges that the school provides a good range of activities outside lessons.
51. The partnership between parents and the school is very good. A home/school agreement is in place as well as a diary, which enables parents to monitor and support their child's progress. The school operates an open door policy to parents and the headteacher is available at the front gate on most days to greet children and parents. Parents feel part of this partnership and many give up their time to help; for example, to paint the inside and outside of the school and to monitor the school buildings during 'closed' times.
52. Parents feel well informed about their children's progress through the annual reports and three meetings a year. The format of the reports has been changed to make it a document that pupils can be proud of, as well as to improve the content. The reports no longer contain individual pupil's targets as the school addresses these effectively through separate letters and discussion at the parents' meetings.
53. There is a good range of effective methods to keep parents fully informed. The prospectus is comprehensive. The governors' annual report now includes a financial statement, which was an

omission at the time of the last inspection, and now meets statutory requirements. The school issues a newsletter every two weeks, in an easy-to-read format, and complements these by additional letters if necessary about specific matters. The information provided for parents, particularly about progress, is very good. The school establishes close relationships with parents of special educational needs pupils. Parents are always invited to reviews and the school offers parents as much help as possible.

54. The Friends' Association provides a range of activities for both parents and pupils. These include social events and raffles as well as the organisation of gift sales for pupils to buy presents at special times during the year. Whilst the main objective is to "extend the school family" the association provides significant funding to the school during the year.
55. The contribution of parents to pupils' learning is very good. In addition to the support parents give outside of school's hours, many help during lessons; for example, parents help regularly on a weekly basis and with making "story sacks". All parents and carers support their children with homework. Many parents support on special events and visits. The excellent relationships and the very good partnership with parents ensure that the school is very aware of both parents' and pupils' views and it works well to meet their expectations.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the newly appointed headteacher are excellent. Since his appointment in April 2001, he has made an outstanding contribution to an improving school, and has rapidly identified the areas for urgent improvement; for example, improving standards in ICT. The headteacher's caring and supportive manner to all involved in the school and, in particular, to the pupils and their parents makes a valuable contribution to the school and pupils' learning. He provides a very clear sense of direction and purpose and is well supported by the acting deputy headteacher and all staff. Priorities are closely linked to the needs of pupils, with a very strong emphasis upon promoting higher standards and effective teaching and learning.
57. The headteacher's enthusiasm and commitment to the school have led to considerable improvements to the fabric and appearance of both the interior and exterior of the school building in a short time. Many improvements have been achieved through the hard work, generosity and support from outside the school, totalling approximately £30,000 over the past year. These improvements have had a very positive impact upon the whole school community. There is a very strong sense of a shared commitment to improvement by all those involved in the life and work of the school.
58. During the previous two years, the school lacked continuity of leadership and management, due to a range of factors outside its control. Although all concerned did their best to ensure that there was little negative effect upon the well being of pupils, it did slow developments, for example in ICT. The school demonstrates a strong commitment to educational inclusion and to ensuring that the needs of all pupils are met. Equality of opportunity is promoted very effectively, and pupils with special educational needs are well supported.
59. The newly established governing body is developing its role and is satisfactory overall. Until September 2000 there was a joint governing body for both the infant and junior schools. Although there are some exceptions, most governors find it difficult to visit the school whilst it is in session and some have a limited understanding of the work of the school. Most governors work within education, with few representing other areas of community life. One strong feature is that the headteacher of the junior school is a governor. This contributes effectively to the continuity and partnership between both schools. A range of its responsibilities is delegated to committees that are beginning to support the work of the school. The governors fulfil their statutory responsibilities satisfactorily.
60. There have been continuous improvements in the quality of the learning environment, the quality of teaching and learning and the curriculum provided, and as a result standards have improved

overall since the last inspection. This is due to the strong commitment of the headteacher and staff in providing the best that they can for pupils. There is a higher than average number of teachers on temporary contracts employed at the school due to previous falling rolls and budget difficulties. However, a team approach is well developed, and staff work hard to improve the quality of education provided by the school. All teaching staff have responsibilities for co-ordinating areas of the curriculum. Planning takes place as a whole school and within year groups; this is carried out very successfully. Co-ordinators provide effective support for their colleagues and are well aware of the strengths and weaknesses in their subject areas.

61. The school's provision for supporting pupils with special educational is very good and the school has established excellent relationships between parents, staff and support agencies. The school complies with the Code of Practice and fulfils its statutory requirements well.
62. The school has clear aims that are supported by pupils, parents, staff and governors. They promote the development of pupils' self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are effectively incorporated into all aspects of the school. The school's ethos is outstanding, and a very effective learning environment has been established.
63. There is very good, regular monitoring of teaching and the curriculum by the headteacher and senior staff, and this is proving to be very effective in raising standards. The governing body is kept well informed by the headteacher by clear and effective reports, together with a thorough analysis of data; for example, both financial and that relating to standards achieved by pupils.
64. The school is very effective in determining appropriate aims, priorities and targets, and is taking very effective action to rectify deficiencies, and in particular, to raise standards. The headteacher, governors and staff recognise the need to improve provision for ICT and have worked hard to ensure that the provision for this area of its work has rapidly improved. An attractive and imaginative computer suite has recently been established, with much of the work being financed and completed by voluntary contributions. However, as yet pupils do not use this new resource sufficiently. The school is reviewing and purchasing appropriate computer software for pupils to use, and staff have yet to complete their training in its use. Appropriate plans focus upon this as a major area for whole-school improvement.
65. Financial planning is good, and fully linked to the school's educational priorities. Special grants, such as allocations for professional development, are used appropriately. The school budget is managed well, and financial control and administration are good overall. The school reports a larger than average carry forward of £58821 (13.5%) in its budget, which is related to a budget underspend prior to the appointment of the present headteacher. This amount has been set aside for specific spending in the current financial year as identified in the school development plan. The school forecasts a balanced budget in the current year, with a smaller than average carry forward of £19771 (4.2%). The full governing body agrees the budget allocations annually, and governors monitor expenditure regularly in order to check that actual expenditure is in line with the agreed budget. Very good financial information and other information is made available to all governors by the headteacher and this ensures that they are very well informed. There are effective procedures to review and evaluate the effects of financial decisions. The principles of best value for money are applied well to decisions relating to the school budget.
66. The current school development plan is satisfactory and clearly identifies the areas for future development. It identifies resource implications, key personnel and time scales, together with costings. However, the newly appointed headteacher has correctly identified some weaknesses in the long-term strategic planning process and has now started a very effective review of the school's work, firmly linked to a longer-term view.
67. The school is well staffed and there is an appropriate balance of experience and expertise. There have been substantial changes in teaching and support staff since the last inspection. There are very good mentoring arrangements in place for newly qualified and newly appointed staff, with very good arrangements for staff appraisal and performance management. All staff have been very well assimilated into the life and work of the school. Support staff are carefully briefed on the content

of lessons and the part that they will play in supporting pupils. The quality, range and accessibility of resources are good overall.

68. The accommodation is satisfactory overall. The school comprises many buildings that are of a 'temporary' nature although they are now well established. Significant work has been carried out to decorate the buildings and make the best possible use of them. The school is aware of the maintenance work that is required. The major concern is with the external wooden components of the building which are in a poor state of repair. Most of the window frames are rotten and need replacing, as do many of the wooden panels and fascias. There are classrooms separated from the main block, which have no integral toilet facilities. This is not appropriate for pupils of this age. With the current pupil numbers, the accommodation is crowded but the school makes the best possible use of space.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to improve the standard of education further, the headteacher, staff and governors should focus upon the following key issues:

- (1) Raise standards in ICT * by:
 - providing pupils with more direct teaching of ICT skills. (paragraphs 9, 20, 27, 29, 64, 78, 126, 127, 129)
 - using ICT in other subjects. (paragraphs 9, 20, 29, 88, 96, 104, 109, 113, 118, 126, 127, 136, 140)
 - further increasing the confidence and skills of teachers so that they make better use of the existing facilities. (paragraphs 20, 27, 29, 64, 128, 129)
 - developing an effective system of assessing pupils' competence in ICT, identifying and recording what pupils know and what needs to be taught next. (paragraphs 49, 128)
- (2) Establish assessment procedures for all subjects matching the existing very effective arrangements, in English, mathematics and science. (paragraphs 49, 109, 118, 143)
- (3) Strengthen governors' understanding of their role in monitoring the work of the school. (paragraph 59)

* This has already been identified as an area for development by the school.

OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL

- Ensure that concerns about the poor state of repair of some wooden windows, panels and fascias, and the lack of toilet facilities in some of the temporary classrooms are dealt with in co-operation with the local education authority. (paragraph 68)
- Ensure that the outside area is used to extend learning opportunities for all pupils, and particularly for children under five. (paragraphs 74, 78, 105)
- Provide more opportunities for pupils to use and apply mathematics to further extend their learning. (paragraph 91)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 46 |
| Number of discussions with staff, governors, other adults and pupils | 22 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 13 | 28 | 5 | 0 | 0 | 0 |
| Percentage | 0 | 28 | 61 | 11 | 0 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | | 195 |
| Number of full-time pupils known to be eligible for free school meals | | 40 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR– Y2 |
|---|---------|--------|
| Number of pupils with statements of special educational needs | | 3 |
| Number of pupils on the school's special educational needs register | | 23 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 8 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.1 |
| National comparative data | 5.6 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 39 | 44 | 83 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 37 | 32 | 35 |
| | Girls | 41 | 40 | 41 |
| | Total | 78 | 72 | 76 |
| Percentage of pupils at NC level 2 or above | School | 94 (90) | 87 (86) | 92 (91) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 36 | 36 | 37 |
| | Girls | 41 | 41 | 42 |
| | Total | 77 | 77 | 79 |
| Percentage of pupils at NC level 2 or above | School | 93 (90) | 93 (91) | 95 (96) |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 2 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 193 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

| | |
|--|------|
| Total number of qualified teachers (FTE) | 10.0 |
| Number of pupils per qualified teacher | 19.5 |
| Average class size | 21.6 |

Education support staff: YR – Y2

| | |
|---|-----|
| Total number of education support staff | 7.0 |
| Total aggregate hours worked per week | 155 |

FTE means full-time equivalent.

Financial information

| | |
|--|-----------|
| Financial year | 2001/2002 |
| | £ |
| Total income | 435485 |
| Total expenditure | 433284 |
| Expenditure per pupil | 1952 |
| Balance brought forward from previous year | 56620 |
| Balance carried forward to next year | 58821 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 1.0 |
| Number of teachers appointed to the school during the last two years | 2.0 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 4.0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 202 |
| Number of questionnaires returned | 80 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 82 | 16 | 1 | 0 | 0 |
| My child is making good progress in school. | 75 | 21 | 2 | 0 | 1 |
| Behaviour in the school is good. | 54 | 45 | 1 | 0 | 0 |
| My child gets the right amount of work to do at home. | 48 | 38 | 5 | 2 | 8 |
| The teaching is good. | 79 | 20 | 0 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 64 | 29 | 4 | 1 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 84 | 16 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 76 | 22 | 0 | 0 | 1 |
| The school works closely with parents. | 61 | 32 | 5 | 0 | 1 |
| The school is well led and managed. | 79 | 20 | 0 | 0 | 1 |
| The school is helping my child become mature and responsible. | 66 | 34 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 36 | 36 | 11 | 6 | 10 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. There are three full-time reception classes in the school. In addition, there is a pre-reception class, which caters for children from the spring term following their fourth birthday for mornings only. After the Easter holiday, another pre-reception group will start for afternoons only. This is a change in provision since the last inspection
71. Most children enter the reception classes in the September prior to their fifth birthday. At the time of the inspection, all of these children were attending school full-time, and this has followed a period of part-time attendance in the pre-reception class. This well considered start to school provides a good introduction for children and their parents and carers to familiarise themselves with the life and work of the school.
72. A significant number of children start school with below expected levels of attainment, particularly in their personal and social development and communication skills. Children make good progress in the reception classes, and broaden and consolidate their knowledge in all areas of learning. By the time children enter Year 1, most attain standards that are broadly in line with expectations in all areas of learning. Overall provision for children in the reception classes is good and standards in this area of the school's work have been maintained since the last inspection.
73. Overall, the quality of teaching for children in the reception classes is at least good in each of the areas of learning. Class teachers have a good knowledge and understanding of the needs of children of this age, and of the curriculum to meet those needs. Teachers and support staff work very well as a team and children benefit from this consistent approach to their learning. There is a good emphasis upon activities that will promote speaking and listening; for example, through the appropriate introduction of elements of literacy and numeracy lessons. Planning is good overall, and includes appropriate references to national guidance for children of this age. There is effective monitoring and evaluation of teaching and learning and of the progress made by children. Expectations of children's behaviour are high, and relationships are secure. Provision for children with special educational needs is very good and they are well supported.
74. There is a good range of resources available, including provision for children's physical development; for example, large wheeled toys and apparatus for climbing and balancing. Class teachers have provided an attractive and stimulating environment for children. However, because of constraints within the building, little use is made of the outdoor area to extend children's learning. The school is well aware of this difficulty and is seeking ways of dealing with this problem. Children's work is attractively displayed and valued. There is equality of learning opportunities for boys and girls.

Personal, social and emotional development

75. Children in the reception classes achieve what is expected for their age. They make good progress through well-planned opportunities to establish constructive relationships with other children and adults. Planning for sessions provides good opportunities for children to work alone, in small groups or as a whole class. There is a good balance between teacher directed activities and those activities that children select for themselves. Children are responsive, interested in what they are doing, and are beginning to concentrate and persevere on their learning. Children listen well, and are happy to contribute their own ideas during discussion; for example, when discussing letter sounds or when sharing a book together. The quality of teaching is good in this area of learning.

Communication, language and literacy

76. Children listen well to their teachers and are becoming confident in their use of a growing vocabulary and range of expression. Children broaden and consolidate their use of language and

achieve what is expected for their age. Good opportunities are provided for children to communicate their thoughts, ideas and feelings. Progress in communication, language and literacy is good, and is well matched to children's learning. There are good opportunities for children to experiment with writing; for example, in making lists of suitable foods for the "Alien's picnic lunch." They are taught how to form letters with increasing accuracy and how to write words. The classrooms are thoughtfully planned to promote the importance of language; for example, through signs, notices, books and a listening centre. There are good opportunities for role-play and a good range of resources for children to use. The quality of teaching is good in this area of learning.

Mathematical development

77. Mathematical development is effectively promoted and there are good opportunities for children to count, sort, match, seek patterns and recognise relationships when working with numbers, shapes, space and measures. Children enjoyed talking about the shapes that they recognised when building a "moon house". Attainment in mathematics is in line with expectations, and children make good progress in colour, shape and number recognition. Children experience a good range of number and singing games. Numeracy skills are developing well. Children are beginning to identify and create patterns and compare, sort and count objects and count up to ten and beyond. The quality of teaching is good in this area of learning.

Knowledge and understanding of the world

78. Children achieve in line with expectations for their age, and they make good progress. The activities provided help children to develop a satisfactory understanding of the world around them. Some children talk about where they live, their families and their immediate environment, and they recall their experiences through a range and variety of role-play. Children effectively develop the skills of cutting, joining and building using a good range of materials. They have access to a good range of construction materials. In one good lesson observed, children enjoyed collecting and talking about rocks. Some used hand lenses to look closely at the patterns and texture. Children were fascinated when the rocks were made wet and most noticed the change in their colour and appearance. However, there are limited opportunities for children to use ICT to support their learning. The quality of teaching is good, lessons are planned well, make appropriate use of resources to stimulate children's enthusiasm, and teachers use good questioning skills to develop children's knowledge and understanding. However, insufficient use is made of the outside area to extend children's learning.

Physical development

79. Children's physical development is in line with expectations for their age, and they make good progress. They handle scissors, glue, paintbrushes and crayons appropriately. Several children were observed demonstrating considerable care and dexterity when painting stripes on a zebra in the pre-reception class. Children have regular access to the main playground to extend their physical development. There are good opportunities for children to have physical education lessons in the school hall, as well as good opportunities for children to use large wheeled toys, and to climb and balance. In one good lesson observed, children participated well when using large apparatus in the school hall. Children changed quickly and quietly for this lesson and showed increased independence in their learning. The quality of teaching in this area of learning is good.

Creative development

80. Children's creative development is in line with expectations for their age and they make good progress overall. Children enter a creatively rich environment when they enter the school, to which they respond with enthusiasm. They show an appropriate appreciation of the effects of different textures, colours, shapes and patterns. There are well-planned opportunities to promote creative development and good opportunities for children to express their ideas. The classrooms provide a stimulating environment and children are supported well by the sensitive intervention of class teachers and learning support assistants. During the inspection, all children in the reception

classes enjoyed working in their “space stations”. Much of the work observed was well linked to this theme and effectively built upon children’s enthusiasm and imagination. The teaching in this area of learning is good.

ENGLISH

81. The results of the 2001 National Curriculum tests for Year 2 pupils show that the percentage achieving the expected level 2 is above the national average in reading and in line with the national average in writing. When compared to schools with pupils from similar backgrounds, attainment in reading is well above average and above average in writing. The school has identified writing as an area for improvement in the school development plan. Standards of pupils’ reading have been maintained at a high level. Standards in the subject in Year 2 are in line with expectations.
82. Standards of speaking and listening overall for pupils in Year 2 are in line with what is expected of pupils of that age. Pupils’ listening skills are more advanced than their speaking skills. They listen closely to the teachers’ instructions and respond promptly to questions, showing that they have followed what is being said. They concentrate hard and follow explanations of their tasks. They listen eagerly in assemblies and are willing to offer answers to questions confidently. Some pupils lack confidence when speaking. Higher-attaining pupils frequently add to the ideas of others, making alternative suggestions or expanding ideas, and this encourages more reluctant pupils. At the end of the lessons, when the teacher reviews learning, group leaders present what they have learned to the class and are beginning to recognise that a more formal style is needed for this.
83. Pupils have very good opportunities to improve their reading through planned opportunities for reading at home and at school. Teachers monitor reading well, so that pupils are moved on to the next level in the reading scheme as soon as they are ready. The well-kept reading records are evidence of how quickly pupils progress and how well their teachers know their strengths and weaknesses. By the time they reach the end of Year 2, pupils have read a range of fiction and non-fiction and most explain the difference between the two. Nearly all pupils know how to use the contents page to find information in a book and higher-attaining pupils understand how an index works.
84. Standards in writing are in line with expectations by Year 2. However, extended writing often lacks imagination and fluency. Some pupils find difficulty in varying the way in which they start their sentences, and often lack interesting and appropriate vocabulary to enrich their story writing. Handwriting is often joined, neat and legible and pupils show pride in their work. The introduction of the National Literacy Strategy has given a good framework for teachers to provide structured opportunities to improve pupils’ writing. Pupils use a wide range of writing across the curriculum. Pupils are achieving satisfactory standards in their spelling and punctuation.
85. The school has very good systems for encouraging pupils to improve their reading and works closely with parents to make sure all pupils enjoy reading. The school library is staffed by parents and opens after school three times a week. On Thursday afternoons a special Year 2 assembly is held to present reading certificates and badges for continued effort in reading. During the inspection, parent helpers attended this assembly and were very pleased with their children’s progress. Most pupils take home their spellings to prepare for their weekly tests and this is having a positive effect on their progress.
86. The quality of teaching is at least good and in over half the lessons observed it was very good and, as a result, pupils make good gains in their learning. Teaching is very well planned. Teachers have a good understanding of the subject and how children’s language develops. All teachers are very good at teaching the basic skills of reading and writing. They follow the literacy strategy well throughout the week, giving lively instruction in whole-class sessions and using good resources to interest and challenge pupils. Relationships are excellent and pupils are given confidence to make suggestions and develop ideas.
87. The quality and use of assessment in English are strengths of the teaching in the school. Teachers plan very well for different groups in their classes and this leads to good learning for pupils whose targets are based on the good assessment of their needs. Pupils with special

educational needs are always fully included in all activities. They are very well supported by classroom learning assistants. Analysis of National Curriculum tests in 2001 has led the school to place a high priority on improving standards in pupils' writing and, judging from the amount of writing seen across the curriculum, this is already having an impact on the range of writing that pupils undertake. Pupils write reports of their experiments in science, for example, and in history they learn about The Great Fire of London and write diaries in the style of Samuel Pepys.

88. Resources are good. They are well stored and are readily available to all staff and pupils and this has a good impact upon pupils' learning. The library is constantly being improved and all pupils say they like to go there as often as possible. Information and communication technology is underused at present, although some teachers are beginning to use computers to stimulate pupils' interest in improving their spelling.
89. Leadership in the subject is very good. The school has effectively identified what is needed to raise standards further; for example, this year's priority focus on writing is a result of a very detailed analysis of test results and forms part of the school's drive to higher attainment.

MATHEMATICS

90. Pupils' attainment in Year 2 matches national expectations. This represents a decline in standards since the last inspection when they were found to be above average. In 1997, test results dropped significantly to below national expectations. Since 1998, however, the degree of improvement in the school's results has been greater than the national trend and above average when compared with similar schools.
91. By Year 2, pupils are developing a good grasp of number facts and their skill in manipulating numbers mentally is developing well. Pupils recognise odd and even numbers, confidently double and halve numbers up to 20 and know the two, three, five and ten multiplication tables. There is a good focus on securing pupils' number skills. As a result, pupils are developing a good understanding of the mathematical ideas of multiplication and division as repeated addition and subtraction. They identify many two and some three-dimensional shapes and explain some of their properties. Pupils understand some basic measures; for example, they tell the time on digital and analogue clocks and are developing a secure understanding of simple fractions such as halves and quarters. However, there was little evidence of work in using and applying aspects of mathematics and this is a weakness. Mathematical vocabulary is developing well; pupils understand and correctly use words such as 'multiples', 'digit', 'share' and 'equally'. Lower-attaining pupils order numbers to 20 and have a basic understanding of tens and units. They add coins to a value of ten pence and understand the concept of halves.
92. The overall quality of teaching is very good and is now a strength. This represents an improvement since the last inspection. The National Numeracy Strategy has been introduced well, particularly the transition from the use of a commercial scheme of work to lessons that focus on mental strategies. Learning objectives are very often shared with pupils, which helps them to understand the purpose of their work and to reflect afterwards on how well they have achieved. Good questioning and use of ongoing assessment are also strong features of many lessons; for example, teachers give pupils many opportunities to explain the strategies they use and, from this, assess how well they have understood new ideas or acquired new skills. They then modify questions to individuals to provide relevant challenge and opportunities for all to achieve success. Other features of the good teaching seen included good subject knowledge, the maintenance of a brisk pace to lessons and the good use of classroom assistants.
93. Teachers use and promote mathematical vocabulary very well. In lessons observed, Year 1 pupils knowledgeably used the terms "larger", "bigger" and "smallest", whilst Year 2 pupils spoke of 'doubling', 'halving', 'total', and 'equals'. Teachers teach enthusiastically, make learning interesting and fun and promote pupils' confidence well. This results in pupils' very good attitudes to the subject and their full participation in lessons. They answer questions and explain strategies, without fear of being wrong or ridiculed by others for giving wrong answers. Teachers make very good use of resources to enhance pupils' learning. In particular, classroom assistants

make an effective contribution to teaching and learning. Teachers brief them well about their roles and check on the effectiveness of their input during lessons. Marking is good and homework supports work done in class.

94. Assessment is very good and has played a significant part in raising standards. Most teachers evaluate lessons and use this knowledge to identify what pupils need to learn next. This is a very good feature. The school is aware that the next steps are to track pupils' progress effectively and set realistic, mathematical targets for all pupils to achieve in lessons. The headteacher already analyses pupils' performance in national tests in order to promote better forward planning. He identified attainment in work with shape and measures as an area of concern last year so the development of this area of the mathematics curriculum has been included in the current action plan. Pupils working on shapes and measures are to be tracked and, as a result, an assessment scheme will be introduced that will allow better target setting and provide a clear agenda for further development.
95. The present pattern of setting in four groups is proving very effective in Year 1. By contrast, pupils in Year 2 are taught in ability groups within their normal classes. Here, work for average and higher-attaining pupils is less clearly distinguished. The policy documentation is to be reviewed so that it reflects the changes that have been implemented. The headteacher currently monitors long-term planning and is to monitor teaching during the summer term.
96. The school has made a number of subject improvements since the last inspection. The quality of teaching, planning, assessment and resources are all significantly better. This is beginning to have a positive impact upon standards and in the progress that pupils make. Pupils with special educational needs are well supported and they make good progress. There were examples of pupils using number programs to support their learning, however ICT is little used on a regular basis.

SCIENCE

97. Standards achieved in science by the oldest pupils at the time of the inspection are in line with expectations. However, in the 2001 end of key stage assessments made by teachers, standards in science were higher. These results relate to a different cohort of pupils, where there were an above average number of pupils achieving the higher level 3. Overall, all pupils achieve satisfactory standards in the subject. However, present indications are that there are less pupils achieving the higher level 3 in the present year group. Pupils with special educational needs receive appropriate support and achieve satisfactory standards, relative to their previous attainment. Good opportunities exist for the development of the knowledge and understanding of higher-attaining pupils as teachers effectively plan appropriate extension activities.
98. Pupils in Year 2 show a satisfactory understanding of how to undertake experiments and investigations. They consider what living things need for survival, consider healthy eating and healthy diets, and grow seeds and investigate the conditions required for plant growth. In one lesson observed, the teacher's effective questioning and extension of pupils' thinking developed their learning about the growth of animals and humans. Pupils know that animals produce young and that these grow into new adults. Pupils know that we need exercise to stay healthy. Work on this topic was effectively linked to a later physical education lesson where the physical effects of before and after exercise were discussed and evaluated.
99. Pupils' understanding of materials is good. In their study of homes, they know how the properties of some materials such as glass, slate, brick and wood determine their particular use. They also know that some materials occur naturally and some are man made and sort everyday objects into groups on the basis of properties, such as flexibility and magnetic behaviour.
100. Pupils in Year 2 consider the properties of a range of materials and examine a range of man-made and natural materials, including metals, plastic, wood and glass. They look at the way that materials change; for example, water and ice. Their written work following an investigation about steam and condensation is well recorded, together with pupils' predictions of what they think will

happen before the investigation is carried out.

101. Pupils' understanding of physical processes is satisfactory. Pupils identify common appliances, which use electricity, recognise the potential dangers associated with electricity, construct a working circuit and represent the circuits in drawings. In Year 2, pupils' investigative skills are satisfactory. They make observations related to the tasks and record their findings through drawing, writing and in chart form. However, few pupils demonstrate the ability to put forward their own ideas and communicate in a scientific way what they have found out. Pupils in Year 1 develop their investigative and mathematical skills by recording their findings on a block graph to discover how far a toy car moves down a ramp.
102. Pupils in Year 2 are aware of the safety issues concerned with the use of electricity in the home and complete simple electrical circuits. However, pupils show less confidence in using their previous experiences to link cause and effect and in giving simple explanations of why things happen. In one lesson observed, pupils carried out an investigation into shiny objects. Some pupils know that the moon is not a source of light and a few are familiar with the terms "eclipse" and "reflection". Pupils are satisfactorily developing their investigative skills. However, although they notice that a torch that they are using becomes hot, they do not question why this should be.
103. The quality of teaching and the quality of learning are good overall. Teachers give clear introductions to their lessons and the clear learning objectives are usually shared with pupils and reinforced during the plenary session at the end of the lesson. This ensures that all pupils are aware of what is expected of them and understand how the present lesson is linked to their previous work. Teachers introduce and emphasise new vocabulary and concepts clearly and continually reinforce them during the lesson. Pupils are managed well and their interest and motivation are maintained by the careful use of questions and comments. This ensures that the progress pupils make is maximised. A successful lesson on the theme of growth illustrated several of these features and led to effective learning.
104. Lesson planning overall is good and there is an appropriate match of tasks to the attainment levels of different pupils. Teachers encourage pupils to work independently and appropriate support is provided to pupils when necessary, as they carry out their tasks. Pupils work well together within groups and share resources sensibly. However, there are insufficient opportunities for pupils to use ICT in the subject.
105. Teachers are satisfactorily supported by the use of national guidelines linked to a series of topics that ensure full coverage of the National Curriculum. Pupils' work and teachers' planning are effectively monitored. There is currently no programme for the co-ordinator to monitor the quality of teaching and learning, but plans are in hand to deal with this shortly. Learning resources for science are good. However, there is little use of the outside environmental area, including the pond.

ART AND DESIGN

106. Standards achieved by pupils in Year 2 exceed national expectations and these high standards have been maintained since the last inspection. Art alternates on the timetable with design and technology on a half-termly basis, but the co-ordinator recognises the need to move from this model so that each may be more fully integrated into the curriculum. As no teaching could be observed during the inspection, this judgement is based on a discussion with the co-ordinator and pupils, an analysis of displays around the school and a scrutiny of planning and pupils' work.
107. Year 1 pupils already link much of their representational painting with other subjects. They painted pictures of fireworks as part of the day/night topic in science. Pupils use a variety of media, such as pastels for still-life drawings and clay for such three-dimensional work as making tiles and sculptures. They also make blocks to print designs for curtain fabric. Year 2 pupils continue this pattern, painting pictures to illustrate a topic on exercise and a sequenced series of paintings to illustrate the science topic on changes in baking. They continue to use the skills learned in Year 1, producing self-portraits, clay tiles and block printing. Pupils make collages and

weave as well as drawing with charcoal and they learn to blend pastels. Pupils have sketchbooks, but these contain more ideas linked to design and technology than art and design.

108. Teachers plan jointly across the year groups. In October 2001, an artist in residence was employed to work with Year 2 pupils. This was so successful that it is to be repeated annually. An outside organisation has also been used to show staff how to produce more dramatic displays. The co-ordinator now works with class teachers to mount work creatively, often three-dimensionally. A new link has been forged with the art co-ordinator from the partner junior school.
109. The subject is led very well and has a high profile across the school. The co-ordinator works with class teachers to mount work creatively, often three-dimensionally. The policy and scheme of work date from the mid-1990s. The school plans to review this in autumn 2002. This is to be preceded by a subject audit. Currently, although pupils show that they acquire skills in a systematic way, there is no formal planning for such progression. There is no school portfolio of pupils' work, although work from the school has been submitted to the local education authority for inclusion in its portfolio of evidence. Each class does, however, have its own art file containing samples of work. Pupils with special educational needs are well supported and they make good progress. There is currently no policy for assessment. Resources are good. Little use is made of ICT in the subject to extend pupils' learning.

DESIGN AND TECHNOLOGY

110. Standards achieved by Year 2 pupils meet expectations and standards have been maintained since the last inspection. The subject alternates with art and design on the timetable on a half-termly basis. Only two lessons were observed, both with the same Year 1 class. Judgements about standards of attainment are, therefore, drawn largely from pupils' work, discussions with the subject co-ordinator and pupils and the examination of long and medium-term planning. National Curriculum requirements for design and technology are fully met.
111. Year 1 pupils extend their design skills effectively when producing "Mother's Day" and Easter cards. The cards demonstrate the pupils' ability to print with fruit and vegetables and include "slider" features. The work seen also demonstrates the pupils' ability to make different kinds of hinges and to join materials. Pupils in a Year 1 class observed had design briefs for a house frontage, made hinges for doors and windows and sponge-printed the brickwork. Year 2 pupils produce designs and then make finger puppets, sewn bookmarks and pop-up cards for Easter. They design their own watches, later producing the face in card with moving hands. They also make models of moving vehicles with wheels and axles. Evaluation of their work is usually carried out in discussion with their teacher, but rarely written down; this is a weakness.
112. In September 2000, the school adopted a new scheme of work based on national guidelines. This was accompanied by a resource audit and the subsequent purchase of many new materials for use in this area of the curriculum. Resources are generally good although there are insufficient tools available. Plans are in hand to update the subject policy and scheme of work.
113. The quality of teaching is good overall. In one good lesson observed, planning and organisation of resources enabled good learning. Planning, which is carried out across year groups, is thorough and well referenced to the requirements of the National Curriculum. A good range of stimulating, challenging tasks, appropriate to each age group, is set. Pupils understand how to use tools safely and the importance of hygiene when working with food. Above all, pupils enjoy the sense of challenge. Pupils with special educational needs are well supported and they make good progress. There is little use of ICT to support pupils' learning in the subject. At present there is no co-ordinator for the subject, although the previous co-ordinator maintains some support for staff when required.

GEOGRAPHY

114. Standards achieved by Year 2 pupils meet national expectations and standards have been maintained since the last inspection. Pupils with special educational needs are fully involved in all learning activities and make good progress.
115. Pupils in Year 1 make simple maps to record their route from home to school. They learn of the services, such as shops and banks, available in the area and look at different houses in a topic about homes. Pupils learn effectively about significant local buildings such as the church, fire station and library and such community services as the doctor and the park. The visit by a safety officer included a walk to examine road markings, road signs and potential areas of danger. This provides a very good basis for subsequent work on making the area around school safer. Year 2 pupils extend this work by carrying out a traffic survey.
116. Pupils show a good knowledge of locations, both in Britain and the wider world. They know the countries that comprise the United Kingdom, that London is the capital city and the location of Tamworth. Pupils understand what is meant by such terms as 'island'. Year 2 pupils become increasingly aware of the world beyond Tamworth by contrasting their environment with that found at the seaside and then studying St Lucia, contrasting weather, schooling, buildings and transport. Pupils learn effectively about contrasting weather around the world in a topic about the travels of Barnaby Bear and this successfully extends their learning. First-hand experience is an important element of the geography curriculum and this is reflected in visits to a local hardware shop, a reservoir and water park. Year 1 pupils' knowledge is extended by a visit to a local hardware shop and Year 2 pupils learn about aspects of science and geography on a visit to Blithfield Reservoir. Links with other subjects are a strong feature.
117. The quality of teaching is good overall and pupils learn well. Two lessons were observed in Year 2, and both were judged to be good. Teachers have good subject knowledge, plan well, and question effectively ensuring a good pace to the lesson that maintains pupils' interest. Pupils are well motivated, respond enthusiastically and show good recall of previous work. They take great care with the presentation of their work and drawings are good. Teachers' planning follows national guidance to ensure appropriate coverage of the programmes of study and to build skills progressively over time. Teachers plan together successfully across the year group. A safety officer led one lesson in the subject and this made a very good contribution to the geography curriculum as well as to social education and citizenship.
118. Geography is included in a forthcoming programme of review in 2003. There is a portfolio of work, but this is outdated and does not reflect current subject coverage. There is no formal marking policy in place or any policy for assessment. Standards are judged by class teachers and recorded on evaluation sheets that are updated twice a year. Resources are satisfactory overall. However, there is no software used to develop ICT within the geography curriculum and this restricts opportunities for pupils' learning.
119. The co-ordinator monitors teachers' planning, but there are limited opportunities to observe the quality of teaching and learning. This is due to be addressed in 2003 when geography is included in a programme of review.

HISTORY

120. Standards achieved by Year 2 pupils are in line with expectations, and standards have been maintained since the last inspection. No lessons in the subject were seen during the inspection and therefore no judgement has been made concerning the quality of teaching and learning. History is taught as a topic and alternates with geography on a rolling basis. Evidence for this judgement is taken from a scrutiny of pupils' work, photographs, discussions with pupils and teachers, displays around the school, records of visits and historical experiences seen across the curriculum. Planning is good and shows good coverage of history over time. Pupils have discussed holidays, past and present and there are colourful and well produced drawings in their books of grandparents, parents and themselves showing their understanding of the distinction between past and present and other people's lives. Pupils with special educational needs are well supported and they make good progress.

121. During a discussion with pupils from Year 1, most pupils could recount stories from their earlier years. They also talked articulately about times at the turn of the century as they discussed the artefacts in their reproduced Victorian kitchen. These pupils also related the changes, which have taken place from those times up to the present and marvelled at the use of candles and antiquated washing and cooking utensils. They have also used dressing-up clothes from past times to re-enact scenes from a Victorian kitchen and living room. Pupils effectively related the comparison of life at home now with times at the turn of the century. Pictures in their topic books also illustrate changes over time and show that all pupils have learned about changes through a story about a family with elderly relatives living with them who lived in the same house when they were young.
122. Pupils talk with animation about what it might be like to turn back the clock and survive without television or an abundance of toys. They describe some of the toys available in those past times, such as a top and wooden soldiers, commenting that they sometimes feel that they have too many things to choose from today. This good level of discussion shows an understanding of the changes and also an empathy with how much harder times may have been.
123. A vivid display in the Year 2 classroom provides evidence of the work that pupils have completed on the Great Fire of London. A few pupils talked about the impact of events beyond their living memory and the terror of such a disaster, comparing it to London today and what effects a fire throughout the city might have. Their observations during this topic have been recorded and provide evidence of their understanding of the main points of a major historical event. Pupils have visited the local heritage museum and also experienced the breathtaking impact of a visit to Lichfield Cathedral. These visits have had a good impact upon pupils' learning. Opportunities are taken to experience history across the curriculum as pupils discuss the book 'My History' in a literacy lesson in Year 1. Most pupils gave extended answers to open-ended questions as they read aloud from this big book and discussed what they were reading.
124. There are few opportunities to monitor the teaching of history throughout the school and therefore, assessment of the subject is still developing. The school has correctly identified the areas for improvement and is committed to maintaining the good standard of resources and artefacts, which are evident in the school and can be loaned from partner schools and institutions. There is a revision of the policy underway and future plans to manage and implement changes in the subject. There is insufficient use of ICT to extend pupils' learning in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. Little direct teaching was observed during the inspection. Therefore, inspection judgements are based on regular daily checks on the use of computers in each classroom and in the computer suite, a scrutiny of pupils' work, displays around the school and discussions with pupils and teachers.
126. Standards of attainment of the oldest pupils are below national expectations. This represents a decline in standards since the last inspection. This is because of changes in national requirements and a delay in implementing the scheme of work due to instability in the leadership and management of the subject, prior to the appointment of the new headteacher. These weaknesses were quickly identified by the new headteacher and there are now clear plans to address these weaknesses. This included obtaining funding for new equipment and software, a new ICT suite as well as training and support for teachers and support staff. Most of these initiatives have been successfully, yet very recently, completed. There has been insufficient time for these changes to have a positive impact upon standards. The school is now in a good position to raise standards
127. In Year 1, pupils know that many day to day electrical devices are controlled by switches and signals; for example, when operating a listening centre or telephone. They know and talk about the ICT that is used in many areas of everyday life; for example when operating a television, video recorder or disc player. They type and print their names and some control a mouse appropriately

when using a paint program. In Year 2, there was some evidence of word processing to support pupils' work in other subjects. Pupils use ICT to create simple graphs to record their findings in mathematics. However, the subject is insufficiently used to extend pupils' learning across the curriculum. Pupils do not show confidence with keyboard and mouse operations and few are prepared to experiment should anything go wrong.

128. The quality of teaching is unsatisfactory, because some teachers lack confidence and understanding in the subject. Record keeping of the acquisition of pupils' skills is not established throughout the school and therefore is not an effective planning tool to meet the different ability ranges, or to ensure appropriate progress for all pupils. During the inspection, some computer programs were used appropriately to complement other areas of the curriculum; for example, number and word games. Pupils' response to ICT is good. They are well motivated, well behaved and co-operative with each other. Many pupils indicate that opportunities for the development of skills and computer use take place mainly at home.
129. There is a satisfactory number of computers and printers for the number of pupils. Every class has one computer and printer, but their use is inconsistent. The school has very recently substantially increased the number of computers and provided an attractive suite. The computers in the computer suite are networked and have Internet access, but those in classrooms are not.
130. The school recognises the deficiencies in the subject and plans are well advanced to develop the use of the new computer suite, provide additional training for teachers and to raise the profile of the subject across the curriculum.
131. The school is now using the nationally approved scheme of work to ensure that all aspects of the subject are taught. However, there are few opportunities for teachers to work alongside their colleagues in order to support and monitor teaching and learning. Satisfactory use is made of listening stations in classes for taped stories, music and songs.

MUSIC

132. Standards achieved by the oldest pupils are above expectations. The provision for music is good overall, and standards have been maintained since the last inspection. Overall, the quality of teaching and learning are good for all pupils. Individual class teachers teach music throughout the school and the experienced co-ordinator is providing effective support for teachers. The teamwork between teachers, support staff and the visiting teacher from the local high school is very good. As a result, pupils are encouraged to perform well and handle musical instruments appropriately. Pupils with special educational needs are well supported and they make good progress.
133. Standards achieved by the oldest pupils are above national expectations, and all pupils have very positive attitudes to the subject. The school currently follows a programme based on a good quality published scheme. There is also a whole-school hymn practice on a weekly basis and standards of singing across the school are good. Music pervades the school each morning as pupils enter the hall for assembly and is used effectively to calm and soothe the pupils as they move into the hall, swaying and responding with hand movements in time to the recorded music, such as 'Millennia' played by the Soweto string band. The tranquil atmosphere created by their response contributes to a very spiritual feeling as they meet collectively to share in their assembly.
134. Pupils in Year 1 sang a response by themselves during a music lesson. They all made long and short sounds on a good range of percussion instruments as they composed, and showed an understanding of the different duration of musical notes. A few pupils were able to compose patterns of long and short sounds on their musical instruments. Teachers know their pupils well and challenge all pupils to achieve better as they take it in turns to perform. As an Easter theme was covered, pupils listen to the music 'Dance of the Unhatched Chickens' by Mussorgsky to enable them to differentiate between long and short sounds.
135. In one Year 2 lesson observed, pupils learned to handle instruments appropriately and maintained

good levels of concentration and patience. The teacher had high expectations and, as a result, the lesson concluded with pupils effectively discussing their contributions and individuals were applauded.

136. There is no formal school choir at present, although a choir is assembled for musical performances such as concerts, plays and celebrations. Year 2 pupils always produce a musical performance before transferring to the junior school. There is limited time to monitor the quality of teaching and learning and the progress made by pupils. Nevertheless, music is valued and enjoyed by the whole school community. There is insufficient use of ICT to extend pupils' learning in the subject.

PHYSICAL EDUCATION

137. Standards achieved by Year 2 pupils are above expectations and have been maintained since the last inspection. Pupils change quickly and quietly without fuss and enjoy the warm up and cool down exercises, which are a feature of all physical education lessons. Pupils know why it is important to warm up appropriately and check their heartbeat to prove they are ready for action. Pupils particularly enjoy warming up to modern aerobic music and are quite skilled at matching their energetic movements to the dramatic beat of the music. This makes an important link with their music development.
138. In one dance and drama lesson in Year 2, pupils developed a mime to illustrate the theme of a story that they had read in an earlier literacy lesson. In a games lesson, pupils took their first tentative steps in dribbling a ball finishing with a team game, which showed how much they had improved during the lesson. Pupils enjoy the challenges set and work hard to improve their performance. They make good progress and when watching other groups, they consider ways in which work might be improved. Behaviour is good and pupils understand that should they misbehave there are implications for their own safety and that of others. All pupils show an awareness of safety issues when moving around, selecting, using and replacing equipment. All teachers and pupils change appropriately for lessons. Support for pupils with special educational needs is given sensitively by teachers and assistants who understand the identified specific needs of every pupil.
139. The quality of teaching is good. All lessons are very well planned following the school's scheme of work. Each set of lessons ensures full coverage of the curriculum over time and learning objectives are set out very clearly to ensure that pupils learn. Teachers' confidence in their knowledge of the subject is reflected in the clear and concise way in which they give instructions and make clear to pupils what they want them to do. Teachers are skilled at offering suitable demonstrations themselves and of selecting individuals and groups to demonstrate good performance. In the best lessons, teachers question pupils about their work and provide feedback and encouragement to challenge and develop pupils' learning. Teachers evaluate the pupils' previous effort and attainment carefully, constantly reviewing the challenge and the high demands for total compliance with instructions and high quality work. All teachers and classroom assistants demonstrate calm and effective control and have excellent relationships with pupils.
140. The headteacher has recently taken responsibility for the subject because of long-term staff absence, and monitoring of the subject is at an early stage of development. Worn out equipment has recently been replaced and small equipment is now provided for pupils to use during lunchtime breaks. New large apparatus has recently been installed in the school hall, and this is having a good impact upon standards achieved by pupils.

RELIGIOUS EDUCATION

141. Standards achieved by Year 2 pupils are above the expectations of the locally agreed syllabus and these high standards have been maintained since the last inspection. Religious education is taught in accordance with the locally agreed syllabus. All pupils, including those with special educational needs, make good progress.

142. The quality of teaching is good. All teachers have a good knowledge and understanding of the subject. They use precise language when discussing artefacts used in other religions as well as Christianity. This helps to improve pupils' vocabulary in a structured way. Pupils are later questioned and encouraged to respond using the newly acquired words correctly, demonstrating that they have learned and understood the specialist language. Pupils were interested in the christening that they acted out on their visit to the local church. Pupils were able to link this to christenings they had attended in various churches as part of family celebrations.
143. Teachers interest and motivate pupils by providing a wide range of activities so that pupils build on earlier learning. Teachers introduce the lessons with sensitivity. They incorporate questioning well to stimulate thought and capture the interest of the pupils. For example, during a lesson about prayer the teacher played the music, which is used in all school assemblies to create a prayerful atmosphere and immediately all hands were raised in recognition of "their special prayer music". Questioning is also used as an assessment tool to ensure that all pupils understand their work although there is no formal assessment system in place at the moment. Teachers use discussion in the subject as another way of improving pupils' skills of speaking and extending their vocabulary. After discussing different ways in which people use artefacts such as rosary beads and prayer mats in prayer, pupils offered their own prayers showing a sensitivity and consideration for the needs of others.
144. All lessons are well planned. The lesson plans include the support staff who effectively help pupils with special educational needs. Group work is carefully planned so that activities are sufficiently challenging and motivating and match the needs of all pupils. Teachers are particularly aware of the need for pupils to record their knowledge in a variety of ways and use art skills in their work. In a Year 1 lesson, pupils discussed how they would help a lonely pupil in school before illustrating their intentions by drawing a picture. Pupils are very well motivated and work in small groups with the minimum of supervision. Pupils are managed very well and have excellent relationships with their teachers. Behaviour is very good and pupils respect each other's work and take good care of resources. Resources, including artefacts to illustrate other religions and cultures, are of good quality and are used to create attractive displays in many of the teaching areas. Displays of artefacts show the comparisons between Christianity and other religions. The school has close contact with the local church. Information and communication technology is underused at the present time.
145. Pupils show a developing awareness and understanding of Christian festivals and celebrations, and learn about other faiths. Pupils understand the importance of symbols. They talk enthusiastically of their visit to the local church and are eager to explain their part in their baptism service. Religious education lessons make a significant contribution to the pupils' spiritual, moral, social and cultural development.
146. The co-ordination of the subject is good. The co-ordinator monitors pupils' work and ensures that resources are readily available for teachers and pupils. The skills and knowledge of the co-ordinator are shared with other teachers at formal meetings and informally over the term as they plan work together and discuss completed parts of the curriculum.