

# INSPECTION REPORT

## **TAMESIDE PRIMARY SCHOOL**

Wednesbury

LEA area: Sandwell

Unique reference number: 131735

Headteacher: Mr D Fereday

Reporting inspector: Mr C Kessell  
20695

Dates of inspection: 12<sup>th</sup> - 15<sup>th</sup> February 2001

Inspection number: 230849

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 and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Price Road  
Wednesbury  
West Midlands

Postcode: WS10 0EZ

Telephone number: 0121 556 0340

Fax number: 0121 505 2736

Appropriate authority: The governing body

Name of chair of governors: Mr A Bowers

Date of previous inspection: Not applicable

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20695	Mr C Kessell	Registered inspector		<p>The characteristics and effectiveness of the school</p> <p>The school's results and achievements</p> <p>How well pupils are taught</p> <p>How well the school is led and managed</p> <p>What the school should do to improve further</p>
19727	Mr E Langford	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well the school cares for its pupils</p> <p>How well the school works in partnership with parents</p>
18709	Mrs N Bee	Team inspector	<p>English</p> <p>The Foundation Stage</p>	
18342	Mrs M Spark	Team inspector	<p>Art and design</p> <p>Equal opportunities</p> <p>English as an additional language</p>	
10897	Mr M Sullivan	Team inspector	<p>Mathematics</p> <p>Design and technology</p>	
19897	Mr A Evans	Team inspector	<p>Science</p> <p>Religious education</p>	
22856	Mrs K Campbell	Team inspector	<p>Music</p> <p>Physical education</p>	The curricular and other opportunities for pupils
28170	Mr I Chearman	Team inspector	<p>Information and communication technology</p> <p>Geography</p>	
1189	Mrs S Brown	Team inspector	<p>History</p> <p>Special educational needs</p>	The Enhanced Learning Provision

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

### **INFORMATION ABOUT THE SCHOOL**

Tameside Primary School opened in September 1999 as a result of the amalgamation of the infant and junior schools that existed on the site. When it first opened the school suffered from extensive building work as part of the amalgamation and the damage caused by an arson attack on the former infant school. The current school has 487 full-time pupils (246 boys and 241 girls) and 71 part-time pupils who attend the nursery. The school is much bigger than other primary schools and serves an area of predominantly council housing. There is considerable deprivation and high unemployment. The school is part of the Wednesbury Education Action Zone<sup>1</sup>. The majority of pupils are from white ethnic backgrounds and the percentage of pupils speaking English as an additional language is low. The number of pupils identified as having special education needs is well above the national average. An above average percentage of pupils are entitled to free school meals. The attainment of the children when they start school is well below average and many have poor language skills. Tameside is one of a small number of schools within the local education authority selected to provide 'enhanced learning'<sup>2</sup> for pupils with significant learning difficulties.

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

This is a caring and friendly school. The teachers are hardworking and the quality of teaching overall is satisfactory. The pupils are well behaved, enjoy their work and are keen to learn. Although standards are well below average there is a commitment to raise standards amongst the staff. The school operates effectively, is soundly managed and provides satisfactory value for money.

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

- The provision for special educational needs, including the enhanced learning provision, is very good.
- The pupils' spiritual, moral, social and cultural development is good overall. Social development is very good.
- Pupils have positive attitudes to school and their behaviour is good.
- Procedures for ensuring pupils' welfare are very good.
- The school has good relationships with other schools in the community and extra-curricular provision is good.

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

- Standards in English, mathematics and science.
- Assessment procedures.
- The monitoring and evaluation of teaching and learning.

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

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

This is a new school. It has not been inspected before.

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<sup>1</sup> (EAZ) Centrally funded initiatives designed to raise standards in clusters of schools in some disadvantaged neighbourhoods.

<sup>2</sup> Additional staffing and resources to cater for extra children with significant special educational needs.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	n/a	n/a	E	D
Mathematics	n/a	n/a	E*	E
Science	n/a	n/a	E	C

Key	
well above average	A
above average	B
Average	C
Below average	D
Well below average	E
Bottom 5% of Schools nationally	E*

The results of the 2000 national tests show that standards in English and science were well below the national average. The test results for mathematics were in the bottom 5% and very low when compared to all schools. When compared to similar schools standards were well below average in mathematics, below average in English and average in science. The test results were not much better at Key Stage 1, well below the national average in English and below average in mathematics. When compared to similar schools standards were average in English and above average in mathematics.

Evidence from inspection indicates that by the time pupils are eleven, standards in English and mathematics are still well below average and below average for science. However, although standards could be better, the high proportion of pupils with special educational needs makes this difficult. Pupils' achievements are satisfactory overall and many pupils with special educational needs make good progress in relation to their prior attainment. The targets the school has set in English and mathematics for 2001 are challenging and show an increase on the previous year. In all other subjects standards are in line with those expected of pupils at the ages of seven and eleven except in geography and history where they are below those expected.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils enjoy coming to school are eager to work and display good attitudes to learning.
Behaviour, in and out of classrooms	The standard of pupils' behaviour in and around the school is good.
Personal development and relationships	Good relationships exist between pupils and between pupils and adults. Pupils willingly accept responsibilities and perform them to the best of their ability.
Attendance	Unsatisfactory. Attendance is well below the national average although the current statistics show some improvement.



## TEACHING AND LEARNING

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

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

Teaching was judged to be satisfactory overall. Thirty-seven per cent of lessons were good and eleven per cent very good. Of the remaining lessons, forty-six per cent were satisfactory and six per cent were unsatisfactory. The teaching of English and mathematics is satisfactory overall although some good and very good teaching was observed in these subjects. In these lessons pupils made good progress and learning is good. The majority of lessons are well organised and in general the pupils are managed effectively. The pupils are happy and eager to learn and maintain their concentration in a majority of lessons even when teaching is uninspiring. Work is not always well planned for pupils of different ability. In these lessons, the more able pupils are not challenged sufficiently. Unsatisfactory teaching is characterised by weaknesses in controlling pupils and insecure subject knowledge.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum. There is a satisfactory range of opportunities for learning.
Provision for pupils with special educational needs	Pupils with special educational needs have very good provision. Pupils receive extra support where necessary, particularly in developing their basic skills, knowledge and understanding.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is good overall. Social development is very good and a strength of the school.
How well the school cares for its pupils	The school's provision for the care and welfare of its pupils is very good and another strength of the school.

Parents are very supportive of the school and hold the staff in high regard. Parents are welcomed in school and the procedures to involve parents in their children's education are good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The amalgamation of the old infant and junior schools was well managed by the headteacher. The school has a very caring ethos and staff work well as a team. There is an enthusiasm amongst most of the staff to move the school forward and raise standards. The role of the subject co-ordinators and other key staff in the school is underdeveloped.

How well the governors fulfil their responsibilities	The school governors are very supportive of the school and fulfil their duties satisfactorily. Many governors visit the school regularly and these governors have a good understanding of the school's strengths and weaknesses. The statutory requirement to provide all pupils with a daily act of collective worship is not met.
The school's evaluation of its performance	The school's priorities for development are appropriate and focus significantly on raising standards particularly in English and mathematics. The monitoring and evaluation of teaching and learning requires further development.
The strategic use of resources	Staff and resources are used effectively. There is a good mixture of experienced teachers and those new to the profession. Elements of the school timetable could be better managed, as some lessons are too long. The school makes appropriate use of its accommodation and most subjects are adequately resourced. The principles of 'best value' are applied satisfactorily.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• A friendly atmosphere and children like coming to school.</li> <li>• There are many extra-curricular activities.</li> <li>• Staff listen to parents and there is an open door policy.</li> <li>• The school helps the children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The school canteen.</li> <li>• The amount of work to do at home.</li> </ul>

The above views are taken from the pre-inspection meeting that was attended by fifteen parents and from the 133 responses to the parents' questionnaire. Evidence from inspection supports the parents' positive views. The canteen facilities at the school are poor but there are plans already in place to build a new facility. The use of homework to support the curriculum is inconsistent and the school would acknowledge that this is an area for development.

## **PART B: COMMENTARY**

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

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

1 Pupils enter the school with levels of attainment that are well below average. This is confirmed by inspection findings and by the school's baseline<sup>3</sup> assessment that is undertaken when the pupils start the reception classes. By the end of their time in the reception classes the majority of children will achieve levels well below those generally expected. Personal and social skills are well taught but the levels the children achieve in all of the areas of learning are hindered because the promotion of speaking and listening skills and the development of basic vocabulary is inconsistent. The children show positive attitudes to learning and enjoy coming to school. Behaviour is good and generally good relationships have developed between the children and with the adults who work with them. Progress in this area of learning is good. Only a small proportion of children will achieve standards in communication, language and literacy that are average by the time they reach Year 1. Children in reception use a limited range of vocabulary and in the nursery, children find it difficult to concentrate and listen appropriately. As the children get older they begin to understand the purpose of books and handle them carefully but many have a poor awareness of stories that they have heard. Where basic communication skills are taught well learning is good but this does not happen consistently enough. The children make satisfactory progress in their mathematical development. In the Nursery the children sing number rhymes and count beads as they thread them to make colour sequences. Reception children have a limited mathematical vocabulary and sometimes become confused when undertaking very simple number problems. They are aware of shapes such as squares, triangles and circles. The children learn about their senses and plant and watch bulbs grow. They have opportunities to use a tape recorder when listening to stories and use the computer. However, the children's knowledge and understanding of the world is not at the level that one would expect. The children develop their physical skills using a range of outdoor play equipment and through dance and physical education lessons in the Key Stage 1 hall. Opportunities are provided for children to handle scissors and use paint brushes and pencils. Equipment is used safely but the children's physical development is still below that normally found in children of this age. Children make satisfactory progress with their creative development singing songs enthusiastically and participating in role-play sessions. Although the children make satisfactory progress overall in the Foundation Stage<sup>4</sup>, not all make the progress of which they are capable. Planning of activities does not always identify the different ability groups in the classes and this holds back individuals or groups of children from moving on to the next stage of learning.

2 The National Curriculum tests in 2000 at Key Stage 1 showed that pupils' results were well below average in reading and writing and below average in mathematics. When compared to similar schools standards were average in reading and writing and above average in mathematics. At Key Stage 2 the national tests in 2000 showed standards to be well below average in English and science and in the bottom five per cent for mathematics. Comparisons with similar schools were slightly better. English was below average and science average; however, standards in mathematics were well below average. Inspection evidence indicates that current standards are similar to the 2000 test results except that science is below average at the end of Key Stage 2. Levels of attainment are well below average in English in both key stages and standards in mathematics are below average at Key Stage 1 and well below at the end of Key Stage 2. Science standards are well below

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<sup>3</sup> When each child's development in basic skills is assessed on entry to school.

<sup>4</sup> The nursery and reception years.

average at the end of Key Stage 1 and below average in Key Stage 2. Standards are not high enough but the school does work in difficult circumstances. Pupils enter the school with attainment that is well below average and with a significant number of pupils having poor language skills. The percentage of pupils in the school identified as having special educational needs is well above the national average. The proportion of pupils in last year's Year 6 with special educational needs was even higher than the current school average.

3 Because the school is new there is no information to judge any trend of improvement; however, the school's statutory targets for English and mathematics show an increase on 2000 particularly in mathematics. The school is part of the Wednesbury Education Action Zone whose main objective will be to raise standards, but this has not been in place long enough to have any significant impact on standards in the school.

4 By the time they are seven, the pupils' speaking and listening skills are well below average. Although most pupils talk confidently and listen appropriately, they use a limited vocabulary. In some instances, pupils find it difficult to provide clear answers to questions. Reading and writing are also well below average. Pupils read enthusiastically but have a limited understanding of what they have read. Many pupils have difficulty in trying to decipher unfamiliar words. Although they write in sentences pupils often forget to remember to use capital letters and full stops. Letters are formed correctly but very few pupils join their writing. Pupils' mathematical knowledge and understanding is below average. Although a significant number of pupils have a secure understanding of basic counting skills and can solve simple problems, less able pupils have a poor mathematical vocabulary and are not confident with mental mathematics. The majority of pupils can identify common two-dimensional shapes. In science, pupils name the major parts of a plant and understand the need for a healthy diet. However, the presentation of their work is often untidy and diagrams are inaccurate.

5 By the age of eleven pupils' attainment in English is well below average overall. Although listening skills are still below average, pupils try to listen very carefully to their teachers and each other and think carefully when they respond to questions. However, some of their responses are limited. Pupils read at a low level and often with little expression. They have limited strategies for working out how to pronounce unfamiliar words and some less able pupils have difficulty in distinguishing between fiction and non-fiction. Pupils are given plenty of opportunities to experience different forms of writing but much of their work is poorly organised, with weak sentence construction. Pupils' mathematical skills are well below average although more able pupils in Year 6 have a secure understanding of place value and use all of the four rules of number when solving problems or making calculations. However, a significant number of pupils are operating at levels that are well below those expected for their age and have a very limited understanding of number. Pupils are able to carry out a number of practical investigations in science but many find it difficult to record their findings and diagrams are often inaccurate or incomplete.

6 Standards in art and design, design and technology, information and communication technology (ICT), music and physical education are in line with those expected nationally. Standards in religious education are in line with the expectations of the locally agreed syllabus. However, standards in history and geography are below those expected nationally. This is mainly due to the pupils' limited literacy skills and the timetable for geography that does not allow pupils to develop their knowledge and understanding and consolidate their learning.

7 Pupils' achievement through both key stages is satisfactory overall. However, when teaching is good or very good pupils make much better progress and learn more effectively. In some lessons insufficient attention is paid to the wide range of ability that is found in classes and higher attaining pupils are not sufficiently challenged. On some rare occasions,

low level disruption by a minority of pupils limits the progress made by the rest of the class. However, ninety-three per cent of parents responding to the pre-inspection questionnaire felt that their child was making good progress in the school. The national test results in 2000 did not identify any significant differences in the performance of boys and girls at Key Stage 1. However, the boys outperformed the girls at Key Stage 2. This was identified by the school in advance of the national tests last year.

8 Pupils with special educational needs attain standards that are well below those expected for their ages. With the good teaching they receive these pupils make good progress in relation to their prior attainment. Pupils are generally well behaved, enjoy their activities and have positive attitudes to learning. They are eager to succeed and many have good self-esteem.

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

9 Most children in the Foundation Stage show positive attitudes to learning, settle in well in the nursery and enjoy coming to school. They develop good relationships with the adults who work with them and with each other. Behaviour is good. The children develop good personal independence and most children freely select activities and learn to tidy up at the end of some sessions. At times weaknesses in teaching and planning affects the children's attitudes to learning. A minority of children in all classes demonstrate weak listening skills, have difficulty sustaining concentration and are restless during some activities, in particular when the adults who work with them do not promote listening skills consistently and expect the children to sit for too long.

10 The pupils in Key Stages 1 and 2 enjoy coming to school. They are eager and display good attitudes to their work. The majority of pupils listen well, demonstrate high levels of commitment to their work and many show themselves to be well-motivated and enthusiastic learners. The great majority of pupils are able to sustain high levels of concentration during their lessons and collaborate well with each other in group or paired activities.

11 Overall, the standard of pupils' behaviour in and around the school is good. During the inspection some very good pupil behaviour was observed. However, some lessons at the end of Key Stage 2 were affected by the immature behaviour of a minority of boys. The great majority of pupils display a good degree of confidence and self discipline in undertaking their play and work activities which serves to enhance the positive relationships that exist between staff and pupils.

12 There have been no pupil exclusions in the current academic year. There was no evidence of any oppressive behaviour, bullying or harassment during the inspection and pupils are well aware of the correct action to take in the event of any outbreaks of bullying. Parents and pupils agree that past incidents of inappropriate behaviour that have occurred have been swiftly and effectively dealt with by staff to the benefit of all involved.

13 A notable feature of the school is the good relationships that exist between pupils and between pupils and adults. Pupils are friendly and considerate towards each other, to staff and to visitors. They demonstrate by their actions and through conversations that they know right from wrong. Many display a natural sensitivity and awareness to the needs of others and good examples were seen in the school of unsolicited help and support being offered to other pupils. Worthy of note is the care and consideration shown to younger pupils by the older pupils. Pupils happily take turns without question and willingly share with each other. They treat property and learning resources with care.

14 Pupils willingly accept assigned responsibilities and take a pride in performing these

to the best of their abilities. The system of school prefects works well in providing a range of whole school responsibilities for Year 6 pupils. The establishment of the student council, involving pupils from Year 1 to Year 6, enables pupils to discuss and become involved in a range of school related matters as part of their personal development. Of note is the pride with which pupil council members spoke of the progress they are achieving in securing finance to fund equipment for their planned adventure playground.

15 Pupil attendance at the school is well below average, although current statistics show a trend of improvement. The great majority of pupils enjoy coming to school and the school is proud to celebrate the seventeen per cent of pupils who received one hundred per cent autumn term attendance certificates. The school has commendable low levels of unauthorised absence. Punctuality within the school is good and lessons were seen to start on time during the inspection week. However the level of authorised absence of pupils from school is well above the national average and has a negative impact on individual pupils' learning and whole class academic progress.

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

16 The quality of teaching is satisfactory overall. Thirty-seven per cent of lessons were judged to be good whilst eleven per cent were very good. Forty-six percent of lessons were satisfactory. The remaining six per cent of lessons were unsatisfactory. Teaching in the Foundation Stage is satisfactory overall but lessons are not always well resourced with a good range of activities, which develop skills, knowledge and understanding for all abilities. Teachers' planning is sound and day-to-day assessments are good but this information is not systematically shown in the weekly planning to move individuals or groups of children onto the next step of learning. Teaching is sometimes good. In these good lessons speaking and listening skills are well promoted. Activities are interesting and the children manage to sustain concentration without becoming bored. Opportunities are not missed as the adults reinforce skills and vocabulary previously taught. This has an impact on progress over time and pupils learn well during these lessons. Teaching in Key Stages 1 and 2 is satisfactory overall. The percentages of good teaching are very similar in the two key stages, and although there was more very good teaching in Key Stage 2, the percentage of unsatisfactory teaching was also higher. There was no very good teaching observed in the Foundation Stage. Ninety-six per cent of parents responding to the pre-inspection questionnaire felt that teaching was good in the school.

17 A number of strengths in teaching were identified consistently through the inspection. The management and control of pupils was a noticeable feature, particularly in Key Stage 1 and the Foundation Stage. Relationships between the teachers and pupils are particularly strong which encourages positive attitudes to learning. Lesson targets are shared with pupils in a majority of lessons and this enables the pupils to have a good understanding of what they are learning about and what is expected during the lesson. Many teachers use a plenary session at the end of the lesson to discuss with pupils whether they have achieved the lesson target. Examples of this were observed in a good Year 2 dance lesson where pupils evaluated each others' performance and a good Year 4 music lesson where pupils evaluated a class composition. Pupils are interested in their learning and in most instances maintain high levels of concentration even when lessons are satisfactory but uninspiring. The exception to this was towards the end of Key Stage 2 where the inappropriate behaviour of a minority of pupils affected others and learning overall was unsatisfactory. Support staff often make a significant contribution to the pupils' learning particularly in lessons that have been well planned and organised.

18 In very good and good lessons the rapid pace enables pupils to learn very effectively and make good gains in their knowledge, understanding and acquisition of skills. Although

teachers' planning is appropriate through the school, in very good lessons it is particularly effective and sufficient emphasis is placed on pupils' previous learning judged through day-to-day assessment. In these lessons teachers have a good understanding of where different ability groups are in their learning and adjust the lessons accordingly. More generally the use of day-to-day assessment to monitor the progress of individuals or groups of pupils is inconsistent through the school and not rigorous enough. This is unsatisfactory. Another good feature of the better lessons is the way in which all ability groups learn effectively, particularly the higher attainers who in good lessons are challenged effectively and the expectations of what they can achieve are higher. Pupils are questioned well in these lessons and pupils' thinking is consistently challenged. This was observed in a very good Year 5 ICT lesson where pupils were entering data onto a spreadsheet. The percentage of good or very good teaching in the school is not sufficiently high to ensure that pupils' achievement over time is good. Although achievement is satisfactory overall, pupils need to be making consistently good progress if standards are going to improve significantly.

19 Teachers' subject knowledge is satisfactory overall although there are some weaknesses. This contributed to some of the unsatisfactory teaching observed in music and religious education. There are also weaknesses in teachers' subject knowledge with regards to ICT. The school's literacy and numeracy strategies are managed satisfactorily and appropriate attention is paid to the strategies' recommendations for lesson organisation. However, some lessons are too long, particularly Year 6 numeracy sessions and pupils can lose motivation and concentration. Where teaching is good or very good the literacy and numeracy strategies are particularly effective. For example, a Year 2 literacy session based around *Oops* by Colin McNaughton enabled pupils to learn very effectively as they confidently completed the tasks that they were set. Interesting activities and high expectations contributed to the very good attitudes to learning displayed by the pupils in this lesson. Although the basic skills are taught satisfactorily, insufficient emphasis is placed on the development of literacy and numeracy skills in other subjects. The use of ICT to support other areas of the curriculum is also limited.

20 Thirty-seven per cent of parents who responded to the pre-inspection questionnaire disagreed with the statement: 'My child gets the right amount of work to do at home'. During the inspection some good examples were observed of homework being used to enhance and develop work that was being undertaken in school. However, there are inconsistencies between year groups and classes and in the amount and regularity of homework given. The school would acknowledge that this is an area for development. The same inconsistency was observed in the marking of pupils' work. Although the majority of teachers offer positive comments to support pupils, the use of marking to move pupils onto the next stage of learning or to provide evaluative comments for pupils or parents is inconsistent.

21 All the teachers work very hard and there is a desire to raise standards. The teachers are very caring and the positive, calm atmosphere that is found in most classrooms contributes to the overall ethos of the school. Pupils are keen to learn and most respond well to the demands made upon them. There are some very challenging pupils in the school who are managed very effectively for most of the time in a sympathetic and supportive manner. In most lessons pupils apply appropriate effort to their work although when teaching is particularly effective, interesting and exciting, for example a Year 4 art and design lesson where pupils made their own chairs, pupils are inspired and achieve high standards.

22 Teaching for pupils with special educational needs is good and pupils make good progress towards their individual targets as a result. Teachers know their pupils well and plan activities that are matched well to their needs. Pupils make good progress because individual education plans provide well-constructed learning programmes with targets which are specific to their needs and which help them improve. Support staff are well informed and are

used effectively to support within classes and in withdrawal situations. Detailed records of pupils' gains in skills, knowledge and understanding are maintained.

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

23 The provision for the children in the Foundation Stage is sound. It is planned according to the new Early Learning Goals<sup>5</sup>, however activities are not systematically organised for the children's different abilities. Pupils throughout the school generally have equal access to the curriculum but there are some pupils who consistently miss collective worship as they are withdrawn either for instrumental tuition or support in developing literacy skills.

24 Since the formation of the new school the appointment of a curriculum co-ordinator has had a positive impact upon the development of a cohesive, consistent approach towards curriculum provision. Appropriate guidelines have recently been incorporated into schemes of work and these give a much-needed whole school structure for many subjects. Their implementation has ensured the school provides a broad, balanced curriculum that is relevant to the needs of pupils, particularly to those with special educational needs. The curriculum meets statutory requirements and religious education conforms to the locally agreed syllabus. However, much work still remains to be done. Policies and schemes of work are in various stages of review and development and do not yet give sufficient guidance to ensure consistency throughout the school. Although the introduction of a computer suite has improved provision considerably, the use of ICT in the classroom is inadequate and pupils do not use computers consistently as an integral part of their daily work. In addition, there are insufficient opportunities for pupils to develop their speaking and listening, literacy and numeracy skills across the curriculum. The use of subject specific vocabulary by both teachers and pupils is lacking in many subjects.

25 The introduction of the National Literacy and Numeracy Strategies has provided an effective framework for the systematic development of skills within the recently amalgamated school. English receives a high allocation of teaching time and the heavy emphasis on literacy is justifiably regarded as vital if unacceptably low standards are to rise. Ability groupings in literacy and numeracy have gone some way towards addressing the needs of individual pupils, although best provision is not always made for more able pupils, particularly when teachers do not have a sufficiently accurate view of individual pupils' capabilities. Several initiatives, such as literacy and numeracy 'booster classes' for older pupils, have been introduced in order to raise standards but it is too early to judge their impact. However, assessment is not used with sufficient precision to ensure this extra provision is targeted accurately at those in most need. Time allocations for other subjects are generally used effectively to ensure pupils receive a worthwhile learning experience. However, lessons are occasionally timetabled for sessions in subjects such as music that are either too short or too long. In the lengthy lessons teachers struggle to provide pupils with a sustained level of work matched to individual needs because of their own subject insecurity. Geography is delivered with gaps between topics that are too long and this affects the development of geographical skills.

26 Pupils with special educational needs have very good provision in order to meet their needs. Pupils are given as many opportunities as other pupils to be involved in all areas of the curriculum and receive extra support, where necessary, particularly in developing their basic skills, knowledge and understanding. This is enriched through the use of information technology. Support is often through withdrawal situations but pupils are also supported

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<sup>5</sup> The standards that most children should reach by the end of the reception year.



within the classroom completing tasks matched to targets in their individual education plans, which are regularly reviewed as a result of very good monitoring by the special needs co-ordinator. Very good support from outside agencies further enhances learning opportunities.

27 Extra-curricular provision is good. Many parents were rightly appreciative of the interesting range of academic, sporting and music activities offered to their children. By contrast, a few parents expressed concern that some activities had ceased in recent years and that younger pupils were not offered as many opportunities as pupils were in the last two years of the junior school. Although the school already provides an above average range, it is aware of parents' views and is in the process of developing activities specifically targeted at particular age groups. Good use is made of residential visits to enhance learning.

28 Provision for pupils' personal, social and health education is good. In addition to time set aside for the discussion of social and moral issues, the school has devised a carefully thought through programme of work for each age group to encourage the balanced development of pupils. Sex education and drugs awareness information form part of the school's health education programme. The quality of provision contributes strongly towards the positive attitudes acquired by most pupils.

29 Secure links have been forged with the local community. The school choir participates in the Wednesbury Music Festival and several pupils are involved in the area brass band and Saturday morning music workshops. During the recent building work, poster competitions were organised in conjunction with the construction firm managing the project and the school offers regular support to local organisations, such as the local hospice. Guest visitors include members of a local football-coaching scheme. The school's involvement in community activities effectively supports class work.

30 The school has good links with its partner institutions. It participates in competitive sports and has established very effective relationships with local secondary schools. Good liaison enables pupils to have access to a range of facilities and staff expertise not normally available at primary level. This arrangement is particularly beneficial to the school's physical education and information technology provision. In addition, Education Action Zone (EAZ) funding will provide enhanced provision for subjects such as art, through high quality input from specialist teachers.

31 The school makes satisfactory provision for the pupils' spiritual development. Most parents appreciate the values promoted by the school. The school is successful in promoting an ethos of respect for the community and in promoting good relationships. The teachers celebrate achievement through stimulating displays, class 'pupil of the week' and achievement assemblies. Some teachers succeed in helping the pupils to develop a sense of awe and wonder in learning. This was apparent in a nursery class, where the children were mixing ice cream and raspberries and in a reception class where the children listened to their own voices on an audio-cassette. In a Year 5 religious education lesson pupils audibly gasped at a beautiful poster of the Great Mosque in Mecca. Religious education in particular makes a good contribution to the pupils' spiritual development, in providing opportunities for discussions about feelings, special places and journeys and ideas about Jesus, and through visits to places of worship. Festivals of Christianity and other religions are celebrated in school and the local minister visits whenever asked. Acts of collective worship make a good contribution to the pupils' spiritual development, on themes such as love and caring for others, making time for ourselves and not taking parents for granted.

32 Provision for the pupils' moral development is good. The school aims to promote self-discipline and good manners. A new discipline policy gives the pupils clear guidelines to follow. Rules for classrooms, dining hall and playgrounds, together with rewards and sanctions, are prominently displayed in classrooms. The teachers refer the pupils to these whenever necessary. The teachers and other adults who work in the school provide good role models for the pupils and they have high expectations for behaviour. The pupils are made aware of the difference between right and wrong. Some individual education plans for pupils with special educational needs include targets for improving behaviour. The teachers try to promote sound morals in lessons wherever possible, such as in Year 5 work on fables in literacy, and through the teachings of Jesus in religious education.

33 The school makes very good provision for the pupils' social development and this is a strength of the curriculum. Almost all parents feel that the school helps their children mature and become responsible. Opportunities to display responsibility are provided in all classes, where the pupils help with various tasks. Older pupils help supervise younger pupils during wet playtimes and they help to sell tuck in the mornings. Some pupils have the opportunity to develop responsibility through membership of the school council and all the pupils can participate in discussions in timetabled sessions for personal, social and health education. There are opportunities to develop social skills on school visits and residential visits, in extra-curricular clubs and in school musical productions. Year 6 pupils can participate in a cycling proficiency scheme. The pupils are encouraged to support local and national charities, including the Acorns Hospice, Barnardos and Hearing Dogs for the Deaf. The teachers encourage the pupils to work collaboratively whenever necessary in lessons and to share. In science, geography and religious education concern for the environment and for living creatures is appropriately promoted. Pupils are aware of the need for recycling; for example the school has a box for collecting used printer cartridges.

34 The school makes good provision for the pupils' cultural development through visits to places of interest, such as Wednesbury Museum and Art gallery, the Black Country Museum and Ingestre Hall. There are opportunities for instrumental music tuition and some pupils extend school learning through participation in a Saturday music centre and an area band. Many pupils participate in school musical productions. Natural history lecturers were visiting the school during the inspection week and other visitors have included musicians and drama and theatre groups. The school attempts to foster a love of reading through a book week and a book club and a Year 1 class focused on an 'author of the month'. In art, the pupils learn about the work of famous artists, such as Picasso, Monet and Van Gogh. In history, they learn about the cultures of ancient Greece and Egypt and about the Tudor legacy in England. The school succeeds in preparing the pupils for life in a culturally diverse British society.

They learn about some of the world's major religions, in addition to Christianity. In art and design, the pupils have worked with Indian textiles, they have produced effective Mendhi and Rangoli patterns and Islamic designs. Reception children celebrated the recent Chinese New Year through making effective dragon puppets and paper snakes. In literacy, Year 3 pupils were observed reading from a book of poems from around the world. Other pupils listened to Asian music and in a Key Stage 1 assembly, they sang a Caribbean hymn.

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

35 The school's provision for the care and welfare of its pupils is very good and judged to be a strength of the school. Teachers and support staff know their pupils well. All staff display a high level of care and concern for the pupils and there is good rapport and respect between pupils and staff. Pupils feel safe and happy in school and have the confidence and independence to raise any queries and concerns they may have with staff.

36 Very good child protection procedures are in place, which are well understood and acted upon by staff who are well trained and alert to the need for regularly monitoring the well being and welfare of the pupils in their care. All staff are expected to respond in a discreet and sensitive manner to any personal queries raised with them by pupils.

37 Very good arrangements are in place for dealing with pupil injuries during the school day. The school has an appropriate number of trained first aid staff and very good systems for recording and reporting all injuries and accidents incurred by the pupils and to inform parents. The pupil registration systems and procedures in place are very effective and fully comply with statutory requirements. These incorporate very good whole school recording and monitoring procedures, for reporting on and managing all incidents of pupil lateness and non-attendance.

38 The school has established good behaviour management procedures and routines which help to enhance and promote the self image of pupils and contribute greatly to the good attitudes to learning displayed by the great majority of pupils. The simple whole-school code of conduct for behaviour is discussed and personalised within each year group at the beginning of the school year and provides pupils with a meaningful focus of the teachers', and the school's, expectations for good behaviour. The clear and well documented behaviour procedures are known and understood by pupils and parents. They are applied in a fair and consistent manner by the majority of staff and successfully used to promote the overall good level of behaviour seen in and around the school.

39 The school provides very good care and support for all pupils with special educational needs. All statutory requirements are met. Needs are identified early and outside agencies are used effectively. Regular assessments are carried out. Gains in academic and personal progress are recorded efficiently and details are reported to parents and guardians every term.

40 The procedures for managing any oppressive behaviour are very good. Pupils are aware of the need to inform staff of any inappropriate behaviour of others and past incidents of bullying are judged by pupils and parents to have been swiftly and effectively dealt with by staff to the satisfaction of all involved.

41 Satisfactory procedures are in place for the monitoring and supporting of pupils' personal development which enable meaningful and up-to-date feedback to be provided to parents. Adequate opportunities are provided for parents to discuss their children's progress with teachers informally at the end of the school day and formally at the autumn and summer term parent and teacher consultation meetings.

42 The use of assessment procedures in the school is unsatisfactory. There is no whole-school approach to the use of assessment to guide curricular planning or for monitoring and supporting pupils' academic progress. Whilst the school has established some adequate assessment procedures there are inconsistencies in their use and application by teachers for the development of pupil targets and the raising of standards in the core and foundation subjects. The school is aware of this weakness and has identified assessment as a priority in the school development plan. An assessment co-ordinator has recently been appointed. However, overall progress in addressing this issue has been slow and the school is only beginning to develop a system for pupil tracking and the use of assessment data to identify individual pupils' strengths and weaknesses.

43 The school has established good health and safety procedures. Fire evacuation drills are undertaken each half term and there is a practice for termly health and safety inspections to be carried out with all reported recommendations being considered and acted upon by the governors. Risk assessments are appropriately used to identify and record potential health and safety hazards and ensure adequate precautions are taken to safeguard pupils and staff. The school premises are maintained to a satisfactory standard of cleanliness and provide a safe and secure environment for both pupils and adults alike.

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

44 Good partnership links are in place, which provide for the involvement of parents in all aspects of their children's education and personal development. Parents are very supportive of the school, hold the staff in high regard and believe their children receive a quality standard of care and education.

45 Parents are welcomed into school and encouraged to be involved in their children's learning. The school greatly appreciates and benefits from the voluntary contribution of some 17 regular parent helpers who provide a valuable input to the school. Parents are welcomed into school and encouraged to be involved in classroom activities. Of worthy note are those parents involved in helping to develop pupils' skills in numeracy, literacy and art. The school also benefits from the many parents and friends of the school who voluntarily give support as escorts on swimming days and during out-of-school visits.

46 A great emphasis is placed on maintaining the good quality and frequency of information provided to parents. Regular correspondence is produced covering a wide range of school events and specific subjects and topics relevant to the pupils' work in school. Good use is made of the notice boards in the main reception area to keep parents informed and to provide copies of information leaflets and school forms. The school prospectus is comprehensive, details all aspects of pupil life in the school and serves as an informative and valuable reference document for parents. In general, end-of-year progress reports are detailed and informative. However there are inconsistencies in their completion across the year groups and reports do not always give sufficient detail on individual pupil's strengths and weaknesses or set out clear future learning targets.

47 Parents have a high regard for the good induction programme and supportive information pack the school produces to enable the quick and smooth introduction of new

parents and pupils into the daily routines of life in the school. Effective transition procedures are in place to ensure parental involvement in the smooth transfer of pupils to secondary education.

48 The autumn and summer term parent and teacher consultation meetings are highly valued by parents and, along with the spring term open day, provide good opportunities for parents to discuss and review their child's progress and achievements. Parents acknowledge the willingness of teachers to listen to, and make time for, any parent who has concerns and queries about their child's education and development during the school year. Many parents praised the positive response they received from the school and the help they were given on various aspects of their children's learning and behavior, both in the home and in school.

49 Parents and carers of pupils with special educational needs are actively involved at all stages of development and are fully involved in review procedures. Opportunities are provided each term to review progress. Parents are supportive of the work of the school.

50 Most parents have signed the home-school agreement and many actively listen to their children read in the home. There is a minority of parents who show little interest in the school and in supporting their child's learning. Many parents would like more information about, and a more formal approach to, the allocation of homework for each year group.

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

51 The leadership and management of the school are satisfactory overall. The headteacher and deputy complement each other well and have worked hard to bring the former infant and junior schools together as one new school. In this sense the amalgamation has gone well, with two very different teams of teachers now working effectively under the banner of one school. It has also been completed against a background of severe difficulties, as the new school had to operate alongside building developments that were a result of the amalgamation and an arson attack on the former infant school. During this period, which lasted for about nine months, the school would acknowledge that its main objectives were staying open under difficult circumstances and managing the school on a day-to-day basis rather than undertaking significant developments. This situation was managed well by the headteacher who has developed a school that has a positive, caring ethos, has a good reputation amongst its parents and where pupils are eager to learn. The school is now appropriately placed to start developing procedures that will raise standards that currently are not as high as they should be. There is an enthusiasm amongst most of the staff to move the school forward and raise standards. All pupils have equal access to the curriculum and this is clearly illustrated by the pupils working within the enhanced learning provision who are well integrated.

52 The role of subject co-ordinators and the middle managers in the school is underdeveloped. Subject co-ordinators are not sufficiently involved in the monitoring and evaluation of their subjects in terms of the quality of teaching and learning and raising standards. In some subjects, the co-ordinators' knowledge of what is happening in their areas of the curriculum is minimal. The school's middle managers undertake good work in the pastoral areas of pupil development but are insufficiently involved in procedures that will impact on the quality of education and improving standards, for example by monitoring teaching. Although there has been some monitoring of teaching by the headteacher and more specifically the deputy head that has recognised members of staff who require additional support and guidance, the school is too large for this to be carried out effectively without involving other managers. The school has developed a teaching and learning policy but it has not been in place long enough to judge its impact. The school's statutory targets for literacy

and numeracy are challenging for 2001 and offer further challenge in 2002.

53 The school governors are very supportive of the school. There is a wide range of expertise and knowledge of educational issues. Some governors have a good understanding of the school's strengths and weaknesses and more specifically, the need to raise standards; however, a minority of the governing body have weaknesses in their understanding of how to manage a modern school and the responsibilities that this incurs. The school meets all statutory requirements except that it fails to provide a daily act of collective worship for all pupils.

54 The governors' role in the management of the school is satisfactory. There are a number of committees to support the smooth running of the school and some play a significant role in its management. The curriculum committee is very involved in the detailed school development plan. It is a good document that is used effectively to help build the staff into a team. The committee with responsibility for performance management has worked hard to ensure that they have met the targets set for this process. Some governors visit the school regularly to observe lessons, particularly in literacy and numeracy. The governor with responsibility for special educational needs is also a regular visitor and the governors as a whole have worked hard to provide specific resources for one special educational needs pupil to support an individual need. The finance committee meets about once a month to monitor the school budget and expenditure. The initial budget is set by the headteacher who is very well supported by his administrative staff, particularly those with responsibility for finance. This was recognised in the most recent audit report on the school. The recommendations of this report have been fulfilled. The school office is well managed and good use is made of new technology.

55 The school's financial planning is appropriately linked to the priorities identified in the school development plan. The main thrust of the development plan is to raise standards particularly in literacy and numeracy. To do this the school has used some of its additional funding to provide 'booster classes' in school time for all Year 6 pupils in literacy and numeracy. In the previous academic year, these classes were organised after school and were not well attended. Evidence from inspection would indicate that this initiative is having a mixed effect with some good practice observed in literacy but some overlong lessons in numeracy where pupils' learning was no better than satisfactory. This whole process would benefit from a rigorous evaluation at the end of the year to judge its impact on standards. Time could also be used more effectively in other areas of the curriculum. For example, some music lessons are too long particularly for teachers with insecure subject knowledge. The school's additional funding for pupils with special educational needs is used well to provide additional staffing and resources that have an impact on pupils' learning. Funding provided by the Education Action Zone (EAZ) has been used to provide computers and an additional classroom assistant. These resources are the same for all schools in the EAZ but will become more focused on the specific needs of individual schools during the next financial year. The school is moving towards a two-form entry that will inevitably lead to a reduction in pupil numbers. This is being managed appropriately by the school. Although the day-to-day management of the school budget is good the strategic use of resources and the extent to which the principles of best value are applied are satisfactory overall.

56 The co-ordinator for special educational needs is an asset to the school. She sets a very good example through her own teaching and carries out her responsibilities most effectively. She maintains an accurate register and ensures that all individual education plans are regularly reviewed. In addition to furthering her own professional development she shares her expertise with others, meeting regularly with teaching and support staff to share information and concerns. She has a clear vision for the development of special educational needs and is well supported by an additional special needs teacher and other support staff. Outside agencies are involved appropriately and the governing body is well informed by the headteacher, the special needs co-ordinator and the responsible governor.

57 The school is appropriately staffed with teachers who are effectively deployed to make the best use of their experience and expertise. There is a good mixture of experience with some teachers newly appointed to the school. Newly qualified teachers are well supported by members of the senior management team. Job descriptions are in place and show sufficient detail to describe roles. The school development plan shows that staff development and training is undertaken through a variety of external and in-service work to improve teaching and learning. The school is also an active partner with initial teacher training institutions. A number of the staff are trained mentors and the school is used regularly for teaching practice. This provides a useful channel for exchanging ideas. The development plan also indicates the school's commitment to performance management. There are a total of seventeen classroom assistants employed at the school and the support given by these staff to special needs pupils is good.

58 The accommodation is adequate and, following some extensive re-building after a recent fire, the main building is in good order. Unfortunately not all of the classrooms are situated in the main building. This creates some problems with movement and access to shared resources. Playground space is adequate. The dining hall is in poor condition and there are plans for its replacement that will be a relief to many parents in the school. There is a satisfactory number of resources to support the curriculum throughout the school. In physical education the new equipment in Key Stage 1 is good and in music there is an interesting range of instruments although some are now in need of replacement as they are in a poor state of repair. The ICT computer suite is attractive and well equipped although the range of computers in classrooms is more limited. The EAZ is providing funding for an art room to be used jointly by the school and the EAZ. This will be an attractive resource that will raise the profile of art teaching.

59 Although the school's standards are not as high as they could be, because of the pupils' positive attitudes and behaviour and the commitment to raising standards, the school provides satisfactory value for money.

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

60 In addition to the work already being undertaken, to improve the standards and quality of education further, the headteacher, staff and governors should:

### **Raise standards in English, mathematics and science by:**

- further developing assessment procedures for all subjects and ensuring that assessment information is used more effectively to inform future planning and monitor pupils' progress; (Paragraphs 25, 42, 70, 95, 103, 108, 117, 118, 124, 130, 144 and 150)
- providing in-service training for all teachers in assessment, with a particular emphasis on maintaining effective and diagnostic reading records; (Paragraphs 79, 82 and 86)
- ensuring consistency in teachers' marking that includes targets for pupils; (Paragraphs 20, 87, 95, 103 and 117)
- using examples of good teaching to improve the consistency of teaching through the school and extending the very good practices within the teaching of special educational needs to improve teaching and standards elsewhere in the school; (Paragraphs 7,8,22 and 63)
- ensuring that work is consistently planned for the range of different ability groups within classes; (Paragraphs 7, 16, 18, 91, 127 and 135)
- providing opportunities and training for key staff to be involved in the monitoring of teaching and learning; (Paragraphs 52, 87, 103, 118, 124, 131, 137 and 144)
- promoting literacy and numeracy skills across the curriculum including planned opportunities for speaking and listening. (Paragraphs 6, 19, 79, 86, 123 and 146)

In addition, the following less important weaknesses should also be considered for inclusion in the action plan:

- Review withdrawal arrangements to ensure that all pupils are provided with a daily act of collective worship; (Paragraphs 23 and 53)
- Produce a homework policy that is fully understood by parents and ensures consistency of practice. (Paragraphs 20, 96 and 117)



## THE ENHANCED LEARNING PROVISION

61 The enhanced learning provision is a strength of the school. Tameside Primary School is one of a small number of schools within the local education authority selected to provide enhanced learning for children with significant learning needs. The provision enables up to fourteen pupils to be catered for, from Reception to Year 6, within the mainstream school. Ten of these places are identified for pupils with moderate learning difficulties and four for pupils with emotional problems. Children working within the Enhanced Learning Provision are fully integrated and are supported within the classroom by a team of special needs support assistants who help the pupils to achieve the targets set within their individual learning plans. At present, nine pupils attend the school as part of this provision.

62 The very effective provision for special educational needs already established in the school has successfully encompassed this additional provision so that pupils are fully included and receive the same opportunities for learning as other pupils in the school.

63 The good documentation for special educational needs underpins the work for enhanced learning pupils. The individual education plans are of very good quality, with small, measurable targets, linked closely to the long-term targets set out in pupils' statements. Day-to-day assessment is undertaken and effectively informs future teaching and planning. Pupils are carefully monitored through their individual education plans, which are regularly reviewed and targets adjusted as required. The school is well supported by external agencies who meet regularly with the special needs co-ordinator.

64 Standards of attainment of pupils receiving enhanced learning are well below the national expectations for pupils of their age. However, they make good progress, given their prior attainment, not only in their acquisition of basic skills but also in terms of their social and emotional development and their independence. This is due to the very good quality of support they receive from the special needs co-ordinator, special needs assistants and also from class teachers. The one-to-one and small group help they receive in literacy and numeracy enables them to develop their understanding of the basic skills and the very good level of support enables them to play a full role in the life of the school. Pupils receive good support from their families who are very pleased with the progress they make and their growing independence and self-esteem.

65 Pupils are very happy to come to school and respond positively to the activities presented to them and the help that is given to them. Skilled adult intervention ensures pupils remain on task and understand their work. The very good relationships between pupils and the adults who help them, and between other pupils in the class contribute to their successful inclusion. Pupils respond well to the positive encouragement, try hard and are eager to succeed. Other pupils acknowledge their success, often with applause when they achieve. Their success in learning leads to increased self-esteem. Pupils' needs are very well met though this provision.

66 The special needs co-ordinator is a strength in the school. She works closely with pupils and teachers to ensure that pupils' needs are being met. There are good arrangements for the professional development of staff to ensure that the needs of pupils are met and that they all have equal access to the curriculum. The good level of resourcing is having a positive effect on standards attained by pupils and the progress being made. For example, through the funding for Enhanced Learning Provision the school has established a small special needs ICT suite.

67 Self-supporting programmes enable pupils to work independently and achieve success. Such resources benefit many pupils with learning difficulties. The very good level of

support is a major contribution to the good progress being made. The enhanced learning provision is an asset to the school and gives good value for money.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	107
Number of discussions with staff, governors, other adults and pupils	50

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	37	46	6	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	36	487
Number of full-time pupils known to be eligible for free school meals	N/a	156

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	13
Number of pupils on the school's special educational needs register	0	121

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	22

### Attendance

#### Authorised absence

	%
School data	8.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	37	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	29	32
	Girls	20	25	24
	Total	44	54	56
Percentage of pupils at NC level 2 or above	School	70 (n/a)	86 (n/a)	89 (n/a)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	30	25
	Girls	20	19	18
	Total	45	49	43
Percentage of pupils at NC level 2 or above	School	71 (n/a)	78 (n/a)	68 (n/a)
	National	84 (82)	88 (n/a)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	37	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	19	25
	Girls	15	12	18
	Total	37	31	43
Percentage of pupils at NC level 4 or above	School	54 (n/a)	46 (n/a)	78 (n/a)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	31
	Girls	14	11	19
	Total	34	31	50
Percentage of pupils at NC level 4 or above	School	50 (n/a)	46 (n/a)	74 (n/a)
	National	70 (68)	72 (69)	80 (75)

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

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

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	
Black – other	5
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	389
Any other minority ethnic group	21

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

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		1
Other minority ethnic groups	1	

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

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

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

Total number of qualified teachers (FTE)	22.5
Number of pupils per qualified teacher	26.3
Average class size	27.1

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

Total number of education support staff	14
Total aggregate hours worked per week	288

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	36

Total number of education support staff	3
Total aggregate hours worked per week	15

Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	99/00
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	£
Total income	613864
Total expenditure	541388
Expenditure per pupil	913
Balance brought forward from previous year	72476
Balance carried forward to next year	72476

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

### **Questionnaire return rate**

Number of questionnaires sent out	558
Number of questionnaires returned	133

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	3	2	1
My child is making good progress in school.	47	46	5	1	2
Behaviour in the school is good.	38	48	5	5	5
My child gets the right amount of work to do at home.	25	32	32	5	6
The teaching is good.	50	46	2	1	2
I am kept well informed about how my child is getting on.	38	41	18	2	1
I would feel comfortable about approaching the school with questions or a problem.	63	31	4	0	2
The school expects my child to work hard and achieve his or her best.	54	39	4	1	2
The school works closely with parents.	36	44	17	2	2
The school is well led and managed.	36	44	17	2	2
The school is helping my child become mature and responsible.	38	57	1	1	4
The school provides an interesting range of activities outside lessons.	34	39	14	5	8

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

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

68 The school has responded positively to the recent national guidance for children in the Foundation Stage and the adults who work with these young children have worked hard to implement the new Early Learning Goals. The children enter the nursery at three years old and at the time of the inspection there were 83 children who attend part time. Attainment on entry to the nursery is well below average and a significant number of children experience difficulties acquiring basic language skills. This has an effect on learning in all areas. In the two reception classes there are 61 children who attend full time. Both classes contain a few children who have been identified as having special educational needs. The number of children who have English as an additional language is low. An effective induction programme, which results in the children settling into nursery life quickly and happily, has been successfully achieved and parents are happy with the provision their children receive.

69 'Baseline' results on entry to the reception classes and a scrutiny of work indicate that attainment on entry to reception is well below average. Even though teaching is predominantly satisfactory and occasionally good in both classes, the majority of children are unlikely to reach the expected levels by the beginning of Year 1. Overall progress is sound and in the best lessons the children's speaking and listening skills, personal, social and emotional skills are well promoted. This has an impact on learning during these lessons and over time.

70 The curriculum for the Foundation Stage is closely linked to the Early Learning Goals. Planning in both classes is sound but does not consistently refer to the individual needs of the children. Profiles which indicate what each child can do are developed on entry to the nursery and added to in the reception classes and day-to-day assessments add useful information to these profiles. However this information is not clearly used to inform planning and future teaching to move individuals or groups of children onto the next step of learning. This limits the progress for all children during lessons and over time. Links between the nursery and the reception are developing. There are daily links between the nursery and the reception classes during outdoor play sessions and the classes meet regularly for assemblies. The purpose of an assembly is made very clear to the children. A candle is lit and they are encouraged to listen and think. All children behave very well during these acts of collective worship.

71 Learning resources are sound to promote all areas of learning inside and outside the classroom. Facilities for outside play are satisfactory and in the process of development. They are used to promote other areas of learning. For example the children recently made bird cakes and have hung them on the trees to encourage the birds to visit the area. There is a small grass area as well as a playground surface for the children to develop skills as they use wheeled vehicles and small apparatus. As they get older the children in the Foundation Stage use the resources in the hall to develop physical skills.

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

72 Teaching is satisfactory and occasionally good and in most lessons this area is promoted well which results in good progress. However, by the end of the reception classes most children will achieve levels that are well below those expected. The children show positive attitudes to learning and enjoy coming to school but in both classes children have weak listening skills and adults do not always promote these adequately and this affects learning over time. Adults in both classes promote social skills well, which results in most

children developing good relationships with each other and with the adults who work with them. Behaviour is good although a few children have difficulty in concentrating and listening and shout out during class discussions. In the best lessons they are firmly told that this is not accepted behaviour. There are many opportunities to work in pairs and small groups and children begin to develop the skills necessary to work independently. Most children select activities with confidence and begin to tidy away at the end of the sessions. There are sound opportunities to promote the children's cultural development. For example in the Reception classes the children learn about the Chinese New Year and make colourful dragon puppets.

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

73 The quality of teaching of communication, language and literacy skills is sound. It is better in classes when speaking and listening skills are well promoted. Teaching has an impact on learning and where basic communication skills are well promoted learning and ultimately progress over time is good. A good example was seen in the nursery class when basic language was reinforced well which resulted in the children showing a good understanding of what happens when red and white paint are mixed together. Children had difficulty articulating the process without the supportive prompts from the nursery nurse who was taking the session. By the time the children reach Year 1, most will attain standards, which are well below what is expected. Only a few children are likely to reach the expected level in this area. In both classes the majority of children use a limited range of vocabulary when talking, in particular about stories they have heard. In the nursery many find it difficult to concentrate and listen appropriately and many children in both classes have difficulty sitting still and listening to the stories they are told. In the reception classes many children have a poor awareness of stories they have heard. As they get older the children begin to understand the purpose of books and handle them carefully. In the reception class many begin to tell the story in books they are given and a few children identify the title. Many children recognise a few initial sounds, learn the names and sounds of some letters and recognise some familiar words. Reading records are weak and do not systematically inform the adults of what individuals need to do in order to improve. This has an impact on standards in reading throughout the nursery and reception classes. The children attempt to write their names on paper and by using the computer. They record their ideas and experiences through drawing and writing at a very low level. Most children attempt to write with incorrect letter formation and adults do not always check that handwriting skills previously taught are applied in their everyday writing. A few children are aware that sentences begin with a capital letter and end with a full stop.

### **Mathematical development**

74 By the end of the reception classes most children achieve levels that are well below those expected. Teaching is sound and the children have many opportunities to develop mathematical skills in the activities they are offered. However teachers do not consistently promote the development of basic mathematical language and resources are not always used effectively to promote learning for all children. For example in the nursery mathematical activities did not give all children the opportunity to participate. Many children are expected to sit and listen for too long and most found this difficult. Some adults talk too much and do not promote the children's basic speaking skills sufficiently. In the reception classes the leisurely pace of the lessons and the general lack of urgency to learn affected learning. All children are introduced to the importance of writing numbers correctly and counting sets of objects accurately. In the nursery the children sing number rhymes, count beads and thread them to make patterns by sequencing colours. In the reception classes the children begin to develop a limited understanding of basic mathematical vocabulary, most understand one less than 3, 2 and 1 but many are confused with one less than 5 and 4. When developing vocabulary associated with money, many are confused between pounds and pence and a few identify a



1p as one pound. One or two children can identify a 50p piece. Progress overall is sound. Displays show the sound progress the children make as they create a figures from shapes using squares, triangles, rectangles and circles.

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

75 Teaching is satisfactory and the children make sound progress. However they make good progress when activities are well planned and resourced and adults effectively develop their basic vocabulary and speaking and listening skills. A good example was seen when children in the nursery were shown what happens when red raspberries and white cream were mixed together to make ice cream. The nursery nurse was aware of their limited understanding and that only one or two children had any idea that the colour would change when the ingredients were mixed together. Vocabulary was developed very effectively, as many were initially confused between 'milk' and 'cream'. The nursery nurse emphasised well the importance of putting the mixture in the 'freezer' and not the 'fridge'. All adults do not consistently take advantage of the many opportunities to promote understanding in this area of learning as they interact with the children during indoor and outdoor sessions. Opportunities are frequently missed to promote learning. For example during an outdoor session the adults failed to take advantage of an ideal opportunity to reinforce and develop learning when the children showed much excitement as they discovered ice that had formed during the night. By the time they leave reception most children are unlikely to reach the expected standards and are not on course to achieve the early learning goals in this area. The children learn about their senses and about how important it is to listen and look carefully. They plant and watch bulbs grow. Most children confidently learn songs and rhymes. Children have opportunities to develop an understanding of how a tape recorder works as they listen to a story about *Kipper's Toy Box*. There are opportunities to use computers and learn some of the basic vocabulary needed to use it. Activities using the computer reinforce skills taught in literacy and numeracy and teach the children the importance of working together in pairs and in small groups. Most children confidently select materials from a limited range to develop skills needed to cut, stick and thread materials together.

### **Physical development**

76 Teaching is sound and occasionally good. Where teaching is good there are good links with other areas and ideas previously taught are reinforced. Speaking is well promoted as when children in the nursery name the shapes they make with their bodies, while developing a good awareness of space during a session in the hall. Many identify that a round shape is a circle. The children in reception link their knowledge of basic numbers to movements in a dance lesson. Many find this challenging as they identify numbers up to 9. Most children listen well to instructions and move with confidence. All classes have planned opportunities to develop physical skills in the hall. There are daily opportunities for children to develop skills using the sound range of outdoor equipment in the safe and secure outdoor play area. Adults consistently promote the development of personal and social skills in this area. Many of the youngest children have difficulty handling scissors, paint brushes and pencils and develop more confidence as they get older. All children use equipment confidently and safely but will not achieve the early learning goals in physical development.

### **Creative development**

77 Sound teaching and support enables most of the children to reach standards, which are slightly below the expected levels by the time they enter Year 1. Progress is satisfactory as the children sing songs with enjoyment and express their own ideas and communicate their feelings through well-organised role-play sessions in the classrooms. For example in

the nursery they play in 'The Doctor's Surgery' and children sit at the receptionist's desk and make appointments. Opportunities for role-play sessions are continued in the reception classes but sometimes adults miss opportunities to develop vocabulary. Careful artwork is created using a sound variety of techniques such as collage, printing and painting. The adults who work in the nursery and the reception classes value all artwork. Sound displays enhance the learning environment such in the nursery, where they used 'cold' colours to make 'crunchy, frosty and sparkly' patterns and in reception where they made three-dimensional 'repeating flower chain patterns'.

## ENGLISH

78 The results of the 2000 national tests at the end of both key stages indicate that standards in English were well below average. Standards were average when compared with similar schools at Key Stage 1 but below average when compared with similar schools at Key Stage 2. The proportion of seven-year-olds that reached higher standards was well below average in reading and below in writing. The percentage of eleven-year-olds who reached the higher level was well below average.

79 Inspection findings reflect these results and indicate that in both key stages the level of attainment in English is well below average. In Key Stage 2, classes are organised by ability. Many pupils enter the school with limited basic language skills. Speaking skills are not consistently well promoted in all classes and this affects standards in English and in many other areas of the curriculum. Teachers have recently been given clear guidance to plan for the development of speaking and listening skills, including drama opportunities, in English and across the curriculum. The co-ordinators are aware of the need to monitor planning to ensure that everyone is addressing speaking and listening appropriately. These procedures have not been in place long enough to impact on standards. Attainment in reading is hindered because although most teachers keep records of the books the pupils read, these records vary in quality from class to class. Pupils' individual needs are not consistently identified and developed in reading sessions. Most pupils read books at an appropriate level, although a number of pupils of all abilities have difficulty understanding the story because of a limited vocabulary. Inconsistencies in the teaching of writing affect standards in English. All classes systematically practise handwriting skills but these skills are not consistently transferred when pupils write for different purposes. A few teachers emphasise verbally and in their marking of work, the importance of using correct basic sentence construction when writing but pupils in all ability groups and all year groups continue to write sentences without using capital letters and full stops correctly. Writing is not well promoted across the curriculum although there are some good examples in history. Displays in the classrooms do not clearly reinforce basic skills previously taught in English. Teachers' marking is generally supportive and the best examples tell the pupils what they need to do in order to improve.

80 By the end of Key Stage 1, pupils' attainment overall is well below average. Although a significant number of pupils have difficulty acquiring basic language skills most talk confidently and listen appropriately to instructions. Most pupils communicate appropriately with each other and with adults who help them. However they use a limited vocabulary. A few use two or three word utterances to communicate. Pupils read with confidence but their limited vocabulary results in many pupils reading with weak understanding. In Year 2 an above average reader had no idea what 'Don't cross my path' meant. Many have difficulty trying to attempt unknown words although most identify the title and author of the books they read. Pupils begin to write in sentences but many find it difficult to remember to use capital letters and full stops. They begin to spell familiar words independently and spelling skills are developed each week as they learn to spell frequently used words. All pupils begin to form letters correctly and a few begin to join their letters. In the best examples handwriting begins to show consistent size of letters and work is generally well presented. By the end of Key

Stage 1, pupils read showing a basic understanding of the text. A good example of this was seen in Year 2 when the class read *Oops* by Colin McNaughton. In this class situation the pupils read with good expression showing sound regard for basic punctuation. Pupils learn initial sounds and some blends and they begin to use the pictures and the sounds to guess new words. A few pupils are confused between fiction and non-fiction books.

81 By the end of Key Stage 2, pupils' attainment is well below average for the age group in speaking, reading and writing. Listening skills are below average and when pupils respond to questions they use a limited vocabulary. Most pupils read at a low level and many read with little expression. Above average and average readers had difficulty sounding out words such as 'desolate' and 'nicotine'. Lack of understanding of basic words such as 'kilometre' made reading about Hadrian's Wall difficult. Less able pupils are unable to name their favourite authors. They read with little expression and have little idea of the difference between fiction and non-fiction. Pupils write for a wide range of purposes for example letters, play scripts and poems and are given opportunities to write expressively and imaginatively. However in many cases pupils' work is poorly organised and has poor sentence construction.

82 All pupils including those with special educational needs make sound progress in English as they move through the school. Inconsistencies in the quality of teaching in different aspects of English affect learning and ultimately progress over time. Learning was good in the majority of lessons seen during the inspection. A good example was seen in a Year 5 class because the lesson was well planned and the pupils behaved well, showed interest in their work and concentrated well. They worked with good independence as they wrote their own myths. However over time progress is judged to be sound because teaching is not consistently good. Although pupils are heard to read in the literacy hour, records, which clearly show what individuals need to do in order to improve, are not kept. Pupils in a number of classes say that they are not heard to read regularly at school. This weakness in the teaching of reading ultimately affects pupils' progress in English. Pupils' attitudes are consistently positive towards learning and this contributes to the sound progress they make.

83 At Key Stage 1 many pupils have limited basic vocabulary and have difficulty extending their ideas when answering questions. Often only a few pupils volunteer to answer and teachers do not address this effectively. From an early age, pupils develop basic skills in exploring a text to gain information and understanding. They learn how words are used, begin to extend their vocabulary and most begin to develop a sound understanding of what a sentence is.

84 Pupils in Key Stage 2 talk with more confidence, listen carefully and make suitable responses. Discussions with pupils show that many demonstrate a limited vocabulary when attempting to talk about what they are doing. At the beginning of Key Stage 2, pupils read with a growing understanding of the text and most have an idea of the need to read with some expression. As they get older pupils develop reading skills slowly but read with growing confidence and fluency. More able and a few average readers develop higher order reading skills such as predicting events as they get older. Pupils learn how to use texts to find out information and write for a wide range of different purposes. For example lower attainers in Year 5 developed their ideas well in the form of notes after listening to the legend of St Patrick. In Year 4 higher attaining pupils worked well together to write a story entitled *The Dead of Night*. Pupils develop appropriate skills in drafting and re-drafting work as they move through the school.

85 Pupils' attitudes to learning are positive in both key stages. They enjoy their lessons, are well motivated and respond well to tasks they are given. They settle quickly to work and show high standards of behaviour. They generally sustain concentration and work hard. Pupils work well together and develop good relationships with each other and other adults. A

good example of this was seen in a Year 6 average ability set when the pupils listened with great anticipation and much enthusiasm as they waited to hear who was going to work with the class teacher!

86 The quality of teaching is satisfactory over time. In the majority of literacy hours it is good and in one lesson it was very good. No unsatisfactory teaching was seen although there are two common weaknesses, which impact on the pupils' attainment and progress. Some teachers do not effectively promote speaking and listening skills and reading records are under-developed in both key stages. Teachers have good subject knowledge and have worked hard to satisfactorily implement the guidance and materials of the National Literacy Strategy into their teaching. Most teachers manage their classes well and have high expectations regarding behaviour. Where teaching is very good, important vocabulary is reinforced both orally and visually. The pupils are told what they are going to learn and why. Resources are used very well, in particular the 'task board' to show what each group is going to do and planning includes good opportunities to develop drama skills such as taking on the voice of a character in the story of *The Three Little Pigs*. Speaking and listening skills are consistently very well promoted. Activities are very well matched to the pupils' needs and the teacher values the pupils' contributions highly, which gives all pupils confidence and builds their self-esteem.

87 Procedures for assessment are good and teachers develop data, which they use to determine the ability groups in Key Stage 2. At present there is little evidence to indicate that assessment informs the next step of teaching. 'Booster classes' have begun for two days each week in Year 6 but the school will have to work hard to achieve the end of Key Stage 2 targets for this year. The sessions are long but they are well planned with a variety of activities and pupils sustain concentration appropriately. Pupils do not have individual targets in English but the co-ordinators are aware of the need to develop these to raise standards and to develop the use of assessment to move individuals and groups of pupils forward. Lessons are not systematically evaluated and planning is not monitored effectively. The co-ordinators lead the subject satisfactorily. Resources are adequate to teach the literacy hour. All classrooms have adequate class libraries, pupils visit the school libraries and develop sound library skills. Both libraries are in the process of development. There is limited evidence to show that information technology is used to support the subject. Displays in classrooms celebrate the work of the pupils and, in the best instances, reinforce literacy skills taught.

## MATHEMATICS

88 Pupils in Year 2 currently attain standards that are below average and standards in Year 6 are well below average. The 2000 national test results produced a similar picture. The results at the end of Key Stage 2 were in the bottom five per cent of schools nationwide. When compared to similar schools, standards were above average at the end of Key Stage 1 but well below average at the end of Key Stage 2. Although there are no previous results against which to judge improvement, the school's current statutory targets for results in mathematics show a 13 per cent improvement on 2000. However, given the high percentage of pupils identified as having special educational needs it is unlikely that the school will achieve the current target. Although the school has focused on numeracy, standards are not as high as they should be and in some instances teachers do not expect enough of more able pupils. Last year's test results showed no marked differences in the performance of boys and girls at Key Stage 1; however, the boys outperformed the girls in Key Stage 2. The pupils' achievements in mathematics are satisfactory taking their starting point into account. Pupils with special educational needs are supported well and often make good progress.

89 By the age of seven the majority of pupils have an understanding of basic counting skills and can read and write numbers to 100. They add and subtract using tens and units and solve simple money problems using coins up to one pound. In mental mathematics the pupils count forwards and backwards and are also beginning to acquire simple multiplication facts. More able pupils show a more advanced understanding of place value and are able to add three numbers. Pupils work with simple fractions such as halves and quarters and use this information when learning to tell the time. They have a secure understanding of two-dimensional shapes. Less able pupils have a limited mathematical vocabulary and have difficulty solving simple number problems. Although a number of pupils are achieving levels in mathematics that are appropriate to their age, a large proportion of pupils are not on course to reach the average level 2; likewise the number of pupils who achieve the higher level 3 is likely to be limited.

90 By the age of eleven the most able pupils have a secure understanding of place value, know their multiplication tables up to ten, can use accurately all four rules of number, including multiplication by two-digit numbers and division of three-digit numbers, with good accuracy. However, a significant number of less able pupils have a limited knowledge and understanding of number. They also have a restricted mathematical vocabulary. Pupils lack confidence in applying the mathematical knowledge to problems and have limited experience in undertaking mathematical investigations.

91 The quality of teaching and learning through the school is satisfactory overall although there are some inconsistencies. Teaching at Key Stage 1 was generally satisfactory with some very good, but there was also some unsatisfactory teaching seen. At Key Stage 2 the quality of teaching ranged from satisfactory to very good with over a third of the lessons seen being good or better. Teachers work very hard in preparing and conducting mathematics lessons. The pattern of the National Numeracy Strategy guides the teaching at both key stages and provides a secure framework to the content, skills and pace of lessons. In almost all lessons the objectives of the lessons are prominently on display for the children to see and provide focus for the lesson. Explanations were clear, high expectations were established and skilful use made of questioning. The good relationships led to a positive learning environment where pupils were attentive and concentrated well. The least able children were well supported with work that matched their needs and built on their knowledge and abilities. The more able however were too often not provided with enough challenge to extend their skills and understanding.

92 Pupils' attitudes to mathematics are good. They are enthusiastic, very willing to take

part in discussion and respond well to their teachers. Behaviour in group work in almost all cases was good with pupils working sensibly and co-operatively with others. Where behaviour was unsatisfactory, the tasks set by the teacher were not well designed to fully occupy all members of the group. A good example of worthwhile and effective group work was in Year 2 where pupils were investigating the capacity of plastic bottles and containers of a variety of shapes to see if they held more, less or exactly a litre. In group discussions the pupils listened carefully to each other, took turns to present opinions and generally formed an opinion that taller containers would hold more. They tested their ideas properly and they were very good at carefully filling and measuring the volume of the containers. They discussed what they were seeing and modified their ideas in the light of their observations. The understanding that the dimensions of width and depth are of equal importance to height in creating volume became effectively established. This concept was well reinforced by teacher-led discussion at the end of the lesson.

93 The use of classroom support to enable the less able pupils to be involved and learn is a strength. For example a less able Year 2 pupil was given an opportunity to share his mathematics work and the other pupils genuinely responded by giving his efforts high value and celebrating his achievement. The pattern of pupils' positive attitudes to mathematics and good behaviour in lessons seen at Key Stage 1 is continued at Key Stage 2. Pupils, with very few exceptions, are attentive, respond well to questions and sustain good levels of concentration. They work well together in both paired and group work and the good behaviour seen in almost all lessons contributes positively to the work produced.

94 Resources are carefully prepared and there are good displays in classrooms of pupils' work in mathematics and lists of mathematical terms and expressions to help with the development of mathematical language. In all classes there is suitable equipment for mathematics and younger children have appropriate access to number lines and structural apparatus to help build concepts of number.

95 At both key stages pupil assessment in mathematics and individual target setting are not well developed. These have been identified as areas of weakness. Marking is undertaken diligently but in almost all cases does not indicate to pupils how they can improve their work.

96 A great deal of teaching time is given to mathematics particularly at Key Stage 2. Some of the lessons seen were timetabled for ninety minutes. This is overlong and the younger pupils and those in lower ability groups are not able to sustain concentration or work productively for such long periods. The length of these sessions exceeds the recommendations of the National Numeracy Strategy. The arrangements for 'booster classes' in Year 6 are comparatively new and a little complex. As yet there has been no evaluation of their effectiveness in accelerating learning. Homework is set in mathematics at both key stages but the arrangements for this vary from class to class.

97 Two members of staff have specific responsibilities for mathematics. They have responsibilities for monitoring, planning and resources that they carry out well. The responsibility for improvements in teaching and learning rests with the senior staff. Classroom observations take place and teachers are provided with written feedback. Members of staff have received appropriate in-service training and there is a programme for further training. An improvement in standards in mathematics is a leading priority in the School Development Plan. The development of numeracy skills is not always consistently promoted in other subjects and the use of ICT is limited.

## **SCIENCE**

98 Standards in Year 2 are currently well below the national average. This reflects

teacher assessment for seven-year-olds in 2000. Only two per cent of the pupils attained the higher Level 3, against a national average of twenty-two per cent. Standards in Year 6 are currently below the national average. Some good teaching, together with a whole school focus on raising attainment in science, has helped standards improve slightly from the national tests in 2000 when standards were well below the national average. Boys clearly outperformed girls. Compared with similar schools, standards were average. Most pupils achieve satisfactorily through the school whilst pupils with special educational needs make good progress, compared with their previous attainment.

99 By the age of seven, most pupils can name some of the conditions necessary for the successful growth of mustard and cress seeds. They name some of the major parts of a plant. They understand the need for a healthy diet. Many pupils have weak literacy skills and this hinders their ability to record their work in writing. Presentation of work is often untidy and diagrams are inaccurate. Mathematical skills are sometimes used in science, for example when bar charts record the distance travelled by toy cars in work on forces and when pulse rates are timed after exercise.

100 The quality of teaching and learning in Key Stage 1 is satisfactory. In a well-planned Year 2 lesson, the teacher used questioning well to extend the pupils' learning of pushes and pulls as forces. The teacher made learning real by referring to squeezing toothpaste as a force. "Who can give me an example of a push force which we use every morning?" Resources for the lesson had been well prepared and good use was made of two classroom assistants to work with groups during a practical investigation. The pupils enjoyed trying to move a ball in water through slalom posts by blowing through a straw or by operating a small fan.

101 By the age of eleven, the pupils are able to carry out practical investigations in a number of scientific areas, such as separating mixtures, air pressure, light and shadow. However, weak literacy skills mean that many find it very difficult to record their findings in writing. Diagrams are often inaccurate or incomplete. Whilst higher attaining pupils take pride in the appearance of their work, many pupils present their work carelessly. Most pupils know the function of different teeth, but they are less confident in their knowledge of some of the major organs of the human body and about muscles. They know the names and positions of some of the planets of the solar system. The pupils make some use of their mathematical skills in science. Year 6 pupils have produced accurate bar graphs of lung capacity, whilst Year 5 pupils have done the same to record which surface created the most friction.

102 The quality of teaching and learning in Key Stage 2 is satisfactory overall, though variable. In a good Year 6 lesson, the teacher gave the pupils the opportunity to learn about the up-thrust of water as a force through practical enquiry. The scientific skills of prediction were developed and careful measurement with Newton meters encouraged. Learning was relevant and fun. In another Year 6 lesson, on electricity, the teacher emphasised correct scientific language and this helped the pupils in their understanding of series and parallel circuits. She made learning real by referring to the classroom lighting. The lesson ended with pupils attempting a National Curriculum test question and this helped them to learn what to expect in these tests. In a Year 4 lesson, the teacher emphasised careful observation and this helped the pupils learn how to classify materials by their properties. Where teaching is unsatisfactory, practical investigations are teacher dominated and there is little pupil participation. At times, class control is insecure. The teachers make insufficient use of ICT to enhance learning. Whilst there is evidence of some homework being set in science, it is applied very inconsistently.

103 The subject co-ordinator offers sound management of the subject. Planning is satisfactorily based on a clear scheme of work and learning is enhanced for Key Stage 2

pupils during residential visits to the Frank Chapman Centre and Edgmond Hall, the local authority's residential centres. The co-ordinator monitors planning, but as yet, he has not had the opportunity to monitor teaching, in order to gain an overview of the subject and to share good teaching practice. Apart from a lack of ICT programs, learning resources are good. There are weaknesses in the procedures for assessing pupils' attainment, but the co-ordinator is aware that there is no whole school structure to assessment, no system of tracking pupils' progress and therefore unsatisfactory use of assessment to plan future work and to raise standards. He has developed an appropriate action plan to address these problems. Marking of pupils' work is variable. Some teachers help the pupils to improve, for example, with comments such as *This explanation is much better. Why? Because you went more slowly and thought about it carefully.* The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. The teachers emphasise care for the environment and for living things. In a Year 6 lesson, the pupils learnt how pollution can destroy the surface tension of water and, therefore, disrupt insect life.

## **ART AND DESIGN**

104 The school achieves satisfactory standards in art for seven and eleven-year-olds. When pupils enter Year 1 from the Reception classes, standards are well below those expected. A new programme of work blends the national scheme of work with the support and development offered through the school's involvement with the arts project organised through the EAZ.

105 Teaching in art is good. Teachers' planning for the subject provides opportunities for pupils to develop their creative skills and to work in collaboration with one another in small groups. Work is considerably enhanced for Year 6 pupils during their residential visit to the arts centre at Ingestre Hall. The new scheme demonstrates a steady development through the school in the use of artistic materials and techniques. A successful feature of teaching is the way that teachers help pupils to use different materials. Pupils in Year 4 for instance worked with very high levels of enthusiasm and creativity as they were seen putting the finishing touches to their designs for chairs for different people. Pupils used a very wide range of fabrics and attachments and their work was of a high quality. In Year 2, a teacher from the EAZ arts project spent considerable time demonstrating techniques for appliqué work to create a patchwork wall hanging. The careful instructions that accompanied this demonstration were reflected in the successful way that pupils worked confidently with unfamiliar materials with clear pride in their achievements. This work drew inspiration from designs from South America and India as well as the local area. Good attention to the needs of pupils with special educational needs ensures that they make the same good progress as other pupils in art. By listening carefully and following instructions from their teachers, pupils produce effective work. Their good behaviour means that they concentrate, work hard to do their best, and complete all tasks independently and with enjoyment.



106 A teacher in Year 6 used a good strategy to develop pupils' observational skills by showing them muscle sketches from science books, and asking them to look closely at features shown, and then demonstrating how to sketch the same. This was to assist them in creating three-dimensional models of moving figures using art straws to show arm and leg movement. As a result, pupils brought clearer perspectives to the figures they created and at the same time increased their understanding of shape and form.

107 Teachers also introduce pupils to the work of artists from different times and cultures. When teachers link work about the ancient Greeks to the art of the culture, pupils widen their knowledge of modern artists to the work of artists from ancient times. When painting in the style of Modigliani, Van Gogh, and Picasso, pupils in Year 4 improved their skills of colour mixing, used their own lines and shades but produced colours similar to those used by the artists. They extended their work on colour mixing as they looked with great care at different skin tones and mixed paint to match. In Year 2, pupils use ICT to create images after the style of Mondrian improving both their appreciation of the work of the artist and their skills in information technology. Pupils who studied the work of Giacometti in Year 6 developed skill in line and form very effectively by producing three-dimensional figures using wire and foil to illustrate different actions.

108 The management of the subject is satisfactory overall. Improved and more informed teaching combined with high quality support offered through the school's involvement with the EAZ arts project places the school in a good position to develop the subject even further in the future. There is no form of assessment in art and this is unsatisfactory.

## **DESIGN AND TECHNOLOGY**

109 Standards are average at the end of both key stages. Scrutiny of current work and work previously undertaken shows that the pupils plan initial designs, produce prototypes, modify designs in the light of experience and in many instances produce a product of good quality. A wide range of appropriate design and making activities takes place and all pupils, including those with special educational needs, make satisfactory progress.

110 At Key Stage 1 evidence seen included two-dimensional teddy bears with jointed limbs; kangaroos with young that popped out of pouches worked by a simple slide mechanism and neatly sewn cloth purses with flaps secured by press studs. At Key Stage 2 there is again a wide range of evidence in classrooms and corridors of work previously undertaken. Models of fair ground rides and stalls produced by Year 6 pupils show good construction techniques including the use of reinforcement of joints and a variety of means of attachment. Examples of card and balsa anemometers were also seen.

111 Although only a limited number of lessons were observed pupils learn effectively throughout the school. In lessons seen in Year 5 pupils worked with skill, enthusiasm and care in the construction of toys for younger children. Pupils of all ability understood how the complex mechanisms, which were a requirement of these toys, worked. The more able used appropriate vocabulary and gave good verbal explanations of function and purpose. In a lesson seen at Year 3 the pupils worked with equal enthusiasm but the level of skill and care of many of the pupils in folding card and using scissors was not as high as expected.

112 The teaching observed during the inspection was good. Explanations and expectations were clear and tasks well matched to the pupils' different abilities and interest and there was good pace to the lessons. Planning for design and technology throughout the school is good. This ensures that parallel classes undertake similar tasks and enables good support to be given to teachers if there are gaps in their subject knowledge. There is an effective policy document for design and technology. Resources throughout the school to

support design and technology are good. Access to shared resources is difficult however for those classes not housed in the main building. The co-ordinator for design and technology provides good leadership.

## **GEOGRAPHY**

113 At the age of seven and eleven standards are below those expected. Most pupils enter Year 1 with limited knowledge of the world and therefore make satisfactory progress in both key stages. This includes pupils with special educational needs. However, standards in literacy restrict progress for many, as does the absence of geography during some parts of the year. This does not help the lower attaining pupils to retain learning or build on the skills already gained.

114 In Year 1, pupils investigate their local surroundings and learn their home address by using a map. They contribute to a class bar chart that shows their methods of transport to school. Year 2 look at different kinds of home but there is little to show that they understand the differences and similarities, except that the more able recognise and label the essential features such as roof and window. Some pupils identify features of different seasons and put pictures of homes for different climates in their books, but with little written evidence of understanding. Some pupils have studied a Hebridian island. The more able give views in limited writing on how they would feel about living there and draw a map identifying features such as mountains and cottages. The work is often poorly presented with no title or date. Except for the most able pupils it is below the standard expected at this age.

115 Early in Key Stage 2 some pupils become more capable in using maps. Year 3 pupils show that they can identify the countries of the United Kingdom and their capital cities. Many use single figure co-ordinates to locate a position and know symbols on an ordnance survey map for features such as a church or bridge. They use local maps to trace a route and identify features using simple keys. More able pupils produce a treasure map of good quality and use weather symbols to denote conditions in this country. In the upper key stage pupils acquire a range of skills. However the scrutiny of work reveals that standards overall are just below national expectations. Year 5 pupils' work on water is in line with national expectations for the more able pupils. For example, they have a clear idea of how water enters the school and for what purposes, they know the major rivers of this country and how water is processed. Most pupils understand how water is transported. In Year 6 they continue this theme and learn about the stages of a river and the features of the world's principal rivers and their function in the water cycle. They study world maps and locate continents, countries and capitals. Discussions with the more able pupils in Year 6 show that these pupils are barely reaching the required standard. None knew that Antarctica is a continent. Most could locate the Equator and the Poles. Although they studied India as a contrasting country in Year 5, few could locate it on a world map. They have sound skills in using an atlas but are unfamiliar with ordnance survey maps. They were unable to identify the estuary phase of a river. Their knowledge and enquiry skills, in understanding the effects of human and physical factors on change in the environment, and how to evaluate similarities and differences in different environments is below that expected at their age.

116 The one lesson seen, in the lower half of Key Stage 2, was unsatisfactory. The lesson was well planned, and appropriately, was investigating features in a holiday environment. Pupils were using atlases to identify, using a key, the climate and what conditions were like in a particular country. The high level of off task noise slowed learning and the pace of the lesson and some pupils were unsure of what they had to do. The quality of the work produced by pupils was too low, as was the teacher's expectations of pupils.

117 Teachers' marking of pupils' work rarely makes clear to pupils how they can improve

their work. The work in books is often poorly presented. Pupils' work in Year 3 is neat and learning levels are good. However, as with other year groups there is a marked difference in quality between classes. This shows that teachers in year groups do not normally meet to compare and evaluate pupils' work to identify strengths and weaknesses and so set targets for improvements in learning. Nor is there any consistent assessment of pupils' development of the knowledge and skills in the subject, so that teachers in subsequent years can teach to build on what the pupils know. Little homework was seen. Again the strength was in Year 3 where pupils evaluated a piece of waste ground for community use.

118 The subject co-ordinator provides satisfactory leadership considering that this subject is a poor relation in the curriculum and is a low priority for development. She receives no time to monitor teaching and learning in the subject but has been successful in encouraging the adoption of a national scheme of work throughout both key stages. This has a structured element of assessment of individual pupils' development in the key knowledge and skills in geography, and this could be a useful tool for consistency across year groups. She has plans to bid for training and is keen to move the subject forward. However the blocking of curriculum units with gaps of up to a term and a half between lessons, does not help pupils' retention of knowledge and skills. The subject gives unsatisfactory support to literacy and numeracy. For example, no extended writing was seen in pupils' work and the standards of writing required of pupils is inconsistent as is the use of graphs and charts. ICT is used very rarely to support learning.

## **HISTORY**

119 By the end of both key stages standards of attainment are below those normally found in schools. A significant majority of pupils are hampered by their limited literacy skills and many pupils also start Year 1 with a limited understanding of the past.

120 By the age of seven, pupils develop their knowledge and understanding of people and events in the past; for example, through the use of stories they learn about Samuel Pepys and the Great Fire of London. Pupils in a Year 2 class give reasons for the fire spreading, such as the proximity of houses, lack of fire engines and telephones and because of the materials with which houses were made. They recognise differences in past and present life. Other pupils in Year 2 acquire facts but are not challenged sufficiently to think about cause and effect and as a result work in the classes is superficial. The more successful teaching in Year 2 uses questioning skilfully to promote deeper thinking and encourages pupils to use simple research skills and ask questions about the past. This is reflected in the work produced.

121 By the age of eleven pupils have sound knowledge about major periods of British history and the ancient civilizations of Greece and Egypt. They have a sound understanding of how we know about the past as they study illustrations and photographs of Egyptian artefacts, Tudor portraits and artefacts from World War II. Pupils' knowledge of aspects of World War II is limited for many older pupils as is their knowledge and understanding of the impact of war on peoples' lives. In one lesson, for example, few pupils understood terms such as 'rationing'. Recorded work for the oldest pupils is insufficient. Work reflects the weaknesses in literacy skills for a large proportion of these pupils. At both key stages pupils show a developing sense of time. In Key Stage 1, they develop a simple awareness through comparison of old and new toys and by creating simple time lines of their own life. Work in history is beginning to provide more opportunities for pupils to reinforce their literacy skills. For example, through play scripts and letter writing in Year 6 persuading people to join the Jarrow Marchers, but this is not yet consistent in all classes.

122 The amount of work covered and the detail in which it is covered is inconsistent

between year groups and between classes across year groups. Often pupils acquire factual knowledge but there is insufficient emphasis on historical skills and understanding in some classes. Consequently, although progress over time is satisfactory, it is uneven, with better coverage and work produced in some classes, by some teachers.

123 The quality of teaching is satisfactory overall. The best teaching is lively and motivates the pupils who show interest and work with good effort. This was well illustrated in a Year 2 lesson when the teaching focused on developing early research skills and collaborative work to suggest reasons why the Fire of London spread so rapidly. Skilful questioning by the teacher helped pupils' understanding of cause and effect. The careful grouping of pupils ensured all pupils were fully involved with more able pupils sharing information with lower attaining pupils. In some classes pupils are encouraged to draw conclusions and raise questions about the past. For example, more able pupils in a Year 5 class, studying ancient Greeks, were encouraged to give opinions and reasons as to why events happened and to express their ideas about how people might have felt when they heard the news that the Russian army had invaded. In a good Year 5 lesson, good links were made to literacy as pupils used drama to develop their knowledge of Greek history, but their knowledge was limited. In a parallel class the group discussion for role-play was superficial and average and lower attainers were hampered by weaknesses in literacy skills, particularly when speaking aloud and reading.

124 The co-ordinator provides satisfactory leadership. She has specialist knowledge in the subject, but her role in terms of monitoring is unsatisfactory. There is no policy to provide subject guidance to teachers at present. The recently introduced national guidelines now provide a programme of work to help teachers plan, but it is too early to see the effect of this on standards. The absence of any formal assessment strategy and lack of record keeping is not helping to raise standards. Whilst resources are adequate, there are not enough artefacts to enhance pupils' experience in history. There are good opportunities for pupils to extend their learning through visits and visitors, such as a visit to the Black Country Museum, to study Victorian life, a seaside visit and visitors to provide pupils with an insight into the Vikings.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

125 Standards of attainment in information and communication technology (ICT) are average at the end of both key stages. However, pupils do not use the skills they have acquired to support work in other subjects. Word processing only offers a very limited support for literacy and computers were not often seen supporting other learning in classrooms.

126 In Key Stage 1 pupils make good progress in acquiring basic ICT skills. In Year 1 pupils learn that events need to be sequenced, for example when listening to instructions for making a sandwich, they produce diagrams to show the correct order. This prepares them to give instructions to a simple robotic toy so that it visits selected locations on a floor map. In Year 2 most pupils can use the enter, return and shift keys with confidence. Some can interrogate a CD-ROM to obtain information and print a hard copy, but there is a variation in knowledge and skills depending upon which class the pupils are in. The pupils work with a good degree of independence. They use the graphics program *Paint* to draw pictures, selecting colour and using brush and pen tools from the toolbar. They produce practice documents demonstrating satisfactory word-processing skills but these skills are only used occasionally to enhance work in writing by, for example, presenting printed copies of stories and poems.

127 In Key Stage 2 pupils make good progress in word processing and this reflects the

strength of teaching in this area in Year 5 and in Year 6. They practise these skills to show good progress in designing covers for their ICT folders integrating graphic effects, and printing them. In Year 3 pupils are in the early stages of understanding spreadsheets and are beginning to define fields and enter data into cells. Year 4 pupils edit their word processing by using the delete key and changing font style. In Year 6 many pupils enter data and use formulae to obtain meaningful results. Some can combine text and pictures from other sources such as programs and digital cameras, and save their work to personal folders on the hard drive and retrieve them to continue work. They produce practice sheets demonstrating sound skills in modifying text and editing it for accuracy and effect. In other areas of learning progress is good. Most show increasing understanding of the functions of the hardware they use in their written accounts. They have an increasing understanding of logging on and off and closing down the networked computers in the computer suite and are becoming independent at the end of the key stage. Written work in Year 6 shows that some pupils are able to design a simple multimedia program with hyperlinks but this learning has not yet been transferred on to computers. Many of the more able pupils make limited progress because they are very often paired with less able pupils on the computers to support them in the language aspects of learning, and all tasks are at the same level. This temporary strategy is aimed at getting all pupils off to a good start in 'hands on' experience in using the new facilities. In a few lessons in Year 5 tasks were better matched to ability and learning was faster for the more able pupils.

128 The teaching observed was good overall and never less than satisfactory. In the best lessons teachers have high expectations of all pupils and effectively maintain a good pace to lessons. Learning is moved on well by good questioning to assess and consolidate the pupils' progress. The good management and control of pupils minimises distractions and focuses pupils' attention on the lesson task. For example, in a Year 2 lesson the teacher set clear targets for learning and reviewed pupils' previous knowledge, making sure all understood the technical vocabulary and the meanings of the icons to operate the *Paint* program. Consequently they were able to achieve at a good level in the important skill of modelling by producing good quality pictures on screen of faces illustrating a chosen expression. The good relationships were demonstrated when the teacher stopped them to discuss their efforts. They were enthusiastic and confident in describing their techniques, and listening attentively to others, to improve their work. In the plenary session they were challenged to extend their ideas and learning. The pupils were proud of their efforts and knew they had made good progress. In a very good lesson in Year 5 the teacher's good knowledge and planning was effective. Good questioning skills probed the pupils' vocabulary and learning about spreadsheets and challenging tasks were set for different abilities. The good pace allowed a lively plenary session at the end of the lesson. In this the teacher encouraged pupils of all abilities to report on their tasks, evaluate learning and share the next targets for learning with each other. The learning about the structure of databases was clearly related to work in mathematics.

129 Teachers use support staff effectively to provide for pupils with special educational needs and they make good progress towards the learning targets set for them. The separate ICT suite allocated for the use of these pupils is used very well and enhances their opportunities for learning.

130 Some teachers keep a good record of pupils' 'hands on' computer work but records of pupils' levels of achievement are less good. Systematic and consistent whole school assessment systems have yet to be introduced. There is a policy in place and a nationally recommended whole school scheme of work has been recently introduced. This will offer advice on an assessment system that will record pupils' skills and experience.

131 Leadership is very good. There are two co-ordinators. One in the Foundation Stage is

mentored by the lead co-ordinator and is beginning to make a valuable contribution to the work of the school. The subject co-ordinator is enthusiastic and forward looking and has good knowledge and understanding on which to build for the future. However he has few opportunities to find out about the quality of teaching and learning or the standards that pupils achieve throughout the school. Consequently he is not in a good position to set targets for development and assessment, and further raise standards. He has effectively used the very good support given to the school by the Wednesbury Education Action Zone to establish the ICT suite. Their technicians were seen to give good support during lessons with hardware and programs. The resources in the school are good and subject co-ordinators have established an excellent internal training programme for staff, and this has been significant in raising standards. Many teachers are enthusiastic and confident in using the new resources. The use of ICT across other subjects is unsatisfactory. This is to be addressed with the help of new software and by developing the use of e-mail and the Internet. The school council has discussed the formation of a computer club and this is currently being considered by staff.

## MUSIC

132 Pupils achieve standards similar to those found in other schools at the end of both key stages. Although the time allocation for music has been reduced since the introduction of the National Literacy and Numeracy Strategies, pupils of all abilities, including those with special educational needs, continue to make satisfactory progress. Instrumental music tuition is of good quality and has a significant impact on standards of more able pupils. These pupils achieve well and demonstrate a mature approach towards their music.

133 Pupils in Key Stage 1 know that correct posture is an important feature of good singing. They look forward to their music lessons and sing with great enthusiasm. In a hymn practice, infant pupils practised singing loudly and softly, they learnt new tunes quickly and they reacted excitedly as the headteacher introduced an old favourite, *Listen With the Walls*. They clapped in the right places and there was a real sense of community. Pupils in Year 2 chose appropriate instruments to represent the animals in their Chinese New Year Song. They identified the high part of the song accurately and played instruments rhythmically. They made sensible guesses identifying animals as they listened to extracts from the *Carnival of the Animals*.

134 By the age of eleven most pupils have made adequate progress in their musical development. Pupils with special educational needs are well supported in group activities and are able to participate fully in lessons. The vast majority of pupils understand loud and soft and they know how music conveys feelings. Pupils at different stages of development count beats in a bar and try to fit complex rhythms together with varying degrees of success. They perform their own compositions; most know how to improve their work and they listen to an increasingly wide range of music from a variety of cultures. However, many pupils have a knowledge limited of musical vocabulary and this sometimes hinders their learning, particularly when they do not understand or remember the terminology.

135 The quality of teaching and learning throughout the school is satisfactory overall and occasionally good. A small amount of unsatisfactory teaching was also observed. Teachers take their own class lessons. They handle subject insecurity well and provide pupils with an enjoyable range of worthwhile activities. The introduction of a continuous scheme of work throughout the school has ensured balanced coverage of all elements of the music curriculum. In a Year 6 lesson, the teacher followed the structured lesson plan from the scheme to produce an effective lesson. Good use was made of visual aids to explain rhythm and beats in a bar. The extract of listening music was exciting and motivated pupils well. The teacher skilfully incorporated pupils' ideas into an interesting discussion and pupils made steady progress. However, there is currently no way of ensuring skills are systematically

developed and non-specialist teachers often rely totally on the scheme. Pupils lose interest when worksheets based on the activities are unimaginative. Teachers do not have sufficient knowledge of the standards pupils can achieve, they do not always have high enough expectations and some do not have enough confidence to provide musically more able pupils with sufficient challenge. They do not always encourage pupils to use the correct musical terminology or ensure that pupils play instruments correctly. In lessons where teaching is unsatisfactory, weak control is a major factor, and activities frequently lack structure or take too long. As a result, pupils make insufficient progress. Music is sometimes timetabled for lengthy sessions making it difficult for teachers to sustain interest and provide work that matches pupils' needs particularly if they lack expertise.

136 Extra-curricular provision for music is good. Pupils have the opportunity to participate in the Wednesbury Music Festival, the area brass band and Saturday workshops, in addition to after school clubs. However, instrumental music tuition takes place during collective worship and pupils regularly miss their entitlement to this important part of the day.

137 The co-ordinator has introduced an interesting range of more unusual instruments to supplement an adequate selection of more familiar tuned and untuned instruments. She offers a good level of informal support to class teachers. However, no recent training has taken place, class teachers show subject insecurity and ICT does not make a strong contribution towards pupils' learning. Although the co-ordinator checks progress and coverage of topics, no one monitors class music teaching and no one has a clear overview of standards achieved.

## **PHYSICAL EDUCATION**

138 Evidence from lessons in dance, gymnastics and swimming indicates that standards are average at the end of both key stages. Some more able pupils in Key Stage 2 achieve higher standards. Until very recently, provision for physical education lessons in Key Stage 1 has been severely restricted, following a fire that destroyed the infant hall. During the ensuing disruption the school ensured that pupils received adequate provision so that progress was not adversely affected. Pupils make satisfactory progress through the school including those with special educational needs.

139 Pupils in Key Stage 1 display real enthusiasm during their dance lessons. They are aware of the purpose of warming up their muscles. Some talk about breathing faster and feeling the blood pumping. Through teaching that is always at least satisfactory and sometimes good, pupils develop increasing control and balance. Lessons have an appropriate range of well-structured activities. Pupils are given good opportunities to work both independently and in groups and they are beginning to learn how to improve their work. In a good Year 2 lesson pupils practised and developed their dance sequences based on the theme of rain, thunder and lightning. They expressed themselves well as they effectively interpreted words such as 'drip' and 'explode'. Pupils worked particularly well in groups, many were constructively critical and appreciative of each other's efforts and pupils with special educational needs were fully integrated. A digital camcorder was used effectively to demonstrate good practice and to highlight areas for improvement. The correct balance of activities, combined with the teacher's high expectations and the opportunities given to improve resulted in a good quality learning experience for pupils of all abilities. In other lessons, however, particularly when teachers are less secure with the subject, opportunities are missed to extend the most able and to allow pupils to develop their own ideas.

140 Teaching is good and occasionally very good in Key Stage 2. Greater awareness of the needs of more able pupils, better opportunities for pupils to develop skills without stifling creativity and effective use of external subject specialist support contribute to the higher

quality of teaching in this key stage. Very good relationships are a strong feature of many lessons. During a good Year 4 lesson, pupils displayed increasing control as they tried to link a sequence of rolling, balancing and travelling movements. They were at various stages of development. Some were attempting balanced handstand movements whilst others were experiencing difficulties with forward rolls and many were not yet fluent when linking movements together. The lesson was very well organised to encourage good skills' development and pupils were challenged to achieve more at each stage of the lesson. By the time pupils are eleven they know how to improve their work, they understand the importance of exercise and they display appropriate control and fluency. Some more able pupils demonstrate flair and individuality. Many boys take particular pride in their dance work and frequently produce high quality performances. Pupils of all abilities respond well to music from different cultures and work together with impressive co-operation.

141 Occasionally, teachers do not pay adequate attention to safety issues. Chairs used at assembly times are frequently left in areas used for physical education lessons. In addition, pupils are not always taught to be aware of the need for care when putting away apparatus or working in close proximity to others.

142 Pupils in both key stages learn to swim. The school is aware of the water hazards within the local environment and has taken the sensible decision to allow pupils to start swimming in Key Stage 1. Many pupils do not experience swimming as a leisure activity outside school, so the need for lessons in school is vitally important. Younger pupils gain confidence very quickly. Key Stage 2 pupils work through the locally agreed award scheme and the school takes appropriate steps to enable pupils currently within the school to swim a minimum of 25 metres by the time they leave.

143 Arrangements for the management of physical education are recent. The school is fortunate to have two physical education specialists responsible for co-ordinating the subject. Adapted schemes of work, incorporating new guidelines, have been introduced so that all elements of the physical education curriculum are properly covered. The scheme ensures a systematic approach towards the development of skills. The new infant hall is of high quality and provides an attractive, stimulating environment for both teaching and learning. Replacement equipment is also of good quality.

144 Extra-curricular opportunities for a range of sporting activities are good. Links with the local College of Sport provide valuable training for non-specialist teachers and have a positive impact upon standards. Currently, neither co-ordinator has the opportunity to monitor how well pupils are taught. In addition, not all teachers are confident about the standards pupils can achieve. In consequence, as no formal whole school structures for recording or assessing achievement are in place, no one has a clear understanding of the standards of individual pupils or the progress made.

## **RELIGIOUS EDUCATION**

145 Standards in Years 2 and 6 are average and meet the expectations set out in the locally agreed syllabus. Pupils with special educational needs are making good progress, compared with their previous attainment. Other pupils achieve satisfactorily.

146 By the age of seven, many pupils can talk about feelings, such as happiness and sadness and falling out and making up with friends. They know a little about the life of Jesus, including the Nativity and some of the stories He told, such as the Good Samaritan, the Lost Sheep and the Prodigal Son. They have acted out some of these stories. They understand that many people worship in different ways to Christians. Much work in this key stage is oral. Recording in written form is weak, as the pupils have limited literacy skills. Presentation of



work is often untidy.

147 The quality of teaching and learning in the one lesson observed in Key Stage 1 was satisfactory. The teacher made learning relevant by basing the lesson on St. Valentine. The lesson became more of a design and making session than religious education, as the pupils proceeded to make simple Valentine cards. Nevertheless, the teacher ensured that the pupils understood the significance of the cards in showing love and care for others. She used four adults well to support group work and this ensured that all the pupils concentrated on their task.

148 By the age of eleven, most pupils have a satisfactory knowledge and understanding of aspects of Islam, including the significance of the Five Pillars, the Qu'ran and the mosque. They devise questions, which they might ask a Muslim visitor, in order to learn more. Many pupils know a little about Hinduism, including its gods and its version of the Creation. There are some weaknesses in the pupils' knowledge of aspects of Christianity. Some pupils could not name an Old Testament story and whilst they knew what a parable was, they could not name many. There is evidence that the pupils have discussed feelings. They have used their literacy skills satisfactorily to write short letters to their parents about caring for the school environment.

149 The quality of teaching in Key Stage 2 is variable, but satisfactory overall. In a good, well-planned Year 5 lesson on Islam, the teacher matched work well to a wide span of ability, with extension work prepared for each group. He displayed a colourful poster of the Great Mosque at Mecca and this helped the pupils to appreciate the significance of Hajj and the Ka'bah. He compared Hajj to a one-off life experience, such as witnessing a solar eclipse and this helped the pupils to appreciate its significance to Muslims worldwide. Higher attaining pupils used their literacy skills well to produce effective diary accounts of Hajj. The teacher encouraged other pupils to use a variety of adjectives in describing what they could see on a photograph of the Ka'bah. In a Year 4 lesson, the teacher explained clearly why Hindus take their babies to a temple and this helped the pupils learn about the Hindu birth ceremony. Work here was not matched to ability as well as it might have been and this led to limited progress by some pupils. The teacher had earlier set a homework task, in which he had linked the pupils' own experiences to the lesson's learning objective by having them produce a very simple baby book.

150 The subject is well managed by a religious education specialist. She has developed a clear scheme of work, which meets the requirements of the locally agreed syllabus. The co-ordinator offers colleagues help and advice as necessary. She monitors planning and teaching, with a view to sharing good practice. She recognises that procedures for assessing pupils' attainment and progress are unsatisfactory. There are many good quality learning resources, including religious artefacts and a CD-ROM. Learning is enhanced by worthwhile visits to places of worship, including St Francis Church, St Paul's Church, Walsall mosque and Mandhir temple. In extending the pupils' knowledge of and respect for diverse religious beliefs and customs, the subject makes a good contribution to their spiritual, moral, social and cultural development.