

INSPECTION REPORT

Whitgreave Infant School

Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104298

Headteacher: Mrs Carol Gillen

Reporting inspector: Stafford Evans
21217

Dates of inspection: 9th - 11th June 2003

Inspection number: 246366

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant school
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Low Hill Crescent Low Hill Wolverhampton
Postcode:	WV10 9HS
Telephone number:	01902 558876
Fax number:	01902 558878
Appropriate authority:	The governing body
Name of chair of governors:	Miss B. Nuttall MBE
Date of previous inspection:	9 th - 10 th July 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S. G. Evans 21217	Registered inspector	Inclusion Mathematics Information and communication technology Geography Physical education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr L. Kuraishi 11450	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs T. Galvin 21020	Team inspector	English as an additional language English Art and design Design and technology Music	How good are curricular and other opportunities?
Mrs S. Russam 10228	Team inspector	Foundation Stage Special educational needs Science History Religious education	Pupils' attitudes, values and personal development?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whitgreave is an infant school with 164 pupils on roll aged four to seven, with approximately the same number of boys and girls. There are 37 children who attend the nursery part-time. The school is larger than other infant schools nationally. Attainment on entry to the nursery is well below that expected for children this age. Nine per cent of pupils are identified as having special educational needs. This is below the national average. No pupil has a Statement of Special Educational Need. At 59 per cent, the percentage of pupils entitled to free school meals is three times the national average. Twelve per cent of pupils are from ethnic minority backgrounds, with 1 per cent who speak English as an additional language. The number of pupils who start or leave the school other than at the normal dates is above the national average. The school suffers frequently from break-ins, theft and vandalism. The school is in an Education Action Zone.

HOW GOOD THE SCHOOL IS

This is a very good school that has very high expectations of the standards it wants pupils to achieve. Pupils achieve standards that are well above average in comparison to schools similar to Whitgreave. The quality of teaching and learning is good. Pupils' personal development is very good. The school provides sound learning opportunities, enhanced by a very good range of extra-curricular activities. There is a very caring and supportive atmosphere in the school and pupils feel very valued. The leadership and management of the school are very good. The school makes very good use of and benefits from its involvement in the Education Action Zone. It contributes significantly to raising standards in reading. The school provides very good value for money.

What the school does well

- The school ensures that pupils have every chance to learn and achieve to the best of their ability, so pupils achieve very well by the time they leave the school. One of the main reasons for this is the significant amount of good, very good and excellent teaching. The support staff's work enhances pupils' learning.
- Pupils enjoy coming to school and they behave very well. Their attitudes to school, personal development and relationships with one another are very good. This is because of the school's strong emphasis on pupils' personal development.
- The approaches to teaching literacy and numeracy skills are very good.
- The headteacher provides excellent leadership. The deputy headteacher, senior teachers, staff and governors very ably support her. Together they evaluate the work of the school very effectively. This self-evaluation and the follow-up action are the foundation of the school's success.

What could be improved

- There are weaknesses in the provision for children in the Foundation Stage. This slows the rate at which the children make progress.
- Pupils' achievement in religious education is unsatisfactory.
- Because of the thefts of the school's computers it has not been possible to teach information and communication technology for long periods of time. Therefore, pupils' attainment in information and communication technology is well below that expected by the end of Year 2.
- Despite a year-on-year improvement in the attendance rate of pupils, it is still below the national average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 2001. Given the short space of time since the last inspection, the improvement made since then is very good. Standards in English and mathematics have improved dramatically by the end of Year 2. This was a key issue from the last inspection when standards were well below average compared with average now. Pupils' personal development has improved. The attendance rate is higher. To raise the pupils' attendance rate was a key issue identified in the last inspection report. The quality of teaching has improved significantly, thus fulfilling another key issue from the last inspection. For example, there is now no unsatisfactory teaching, whereas 12 per cent of lessons were unsatisfactory at the time of the last inspection. Also, the amount of very good and excellent teaching has increased significantly. Further work needs to be done in improving provision for children in the Foundation Stage. The very good leadership and management of the school have been maintained.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	E*	E*	B	A*
Writing	E	E*	C	A
Mathematics	E*	E*	B	A

Key	
top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5% nationally	E*

Inspection evidence indicates that, although standards are not as high as those shown in the 2002 column compared with all schools, they are the same in writing and mathematics when compared with similar schools. Reading standards are well above average when compared with similar schools. By the end of Year 2 inspection evidence indicates that standards in writing and mathematics are in line with the national average, but below in reading. This is because there are fewer pupils who are capable of attaining above nationally expected standards in the current Year 2 compared with last year. Pupils in Year 1 are on course to at least equal the standards attained in 2002 by the end of their time in Year 2 next year. In relation to pupils' prior attainment, the school sets high and very challenging targets for pupils to attain by the end of Year 2. They at least meet and often exceed these targets. This is indicative of the very high expectations the school has in relation to the standards they want pupils to achieve. By the end of Year 2, pupils achieve well in science, even though standards of attainment are below the national average. Pupils achieve very well in geography, history and physical education and attain standards that are in line with national expectations. They achieve well in music while attaining standards in line with national expectations. Even though standards are below national expectations in art and design and design and technology, pupils achieve satisfactorily. Standards in information and communication technology are well below national expectations and pupils achieve unsatisfactorily. In religious education, pupils attain standards well below those recommended in the locally agreed syllabus for the subject and thus achieve unsatisfactorily. Pupils from ethnic minority backgrounds achieve similar standards to their classmates. Pupils who speak English as an additional language make very good progress. Pupils identified as having special educational needs achieve very well in relation to their prior attainment. Pupils identified as gifted and talented also achieve very well. For example, in the 2002 national reading and mathematics tests the percentage of pupils attaining above nationally expected standards for Year 2 pupils placed the school in the top 5 per cent of similar schools nationally.

By the end of the Foundation Stage, children achieve unsatisfactorily. They attain very low standards in communication, language and literacy, mathematical development and in knowledge and understanding of the world. They attain well below nationally expected standards in their personal and social development and in their creative and physical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work. They are very interested in the school and willingly involve themselves in the wide range of activities it provides.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and around the school. Pupils respond very well when given responsibility. The pupils' behaviour has a very positive effect on standards of achievement, the quality of learning and the quality of life in the school.
Personal development and relationships	Pupils' personal development is very good. They have very good relationships with one another and with adults in the school.

Attendance	Even though pupils' attendance rate is improving, it remains unsatisfactory.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Satisfactory	Very good

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

The quality of teaching and learning is good. It enables pupils with a wide range of needs to learn effectively and achieve very well. The teaching has many strengths but there are weaknesses in the teaching of children in the Foundation Stage. The strengths include the teaching of basic skills, including literacy and numeracy, the teachers' lesson planning, very high expectations of what they want pupils to achieve in lessons, very good management of pupils' behaviour and very good marking of pupils' work. The quality of teaching of pupils with special educational needs is very good, in particular the teaching of reading to lower attaining pupils. Classroom assistants provide pupils with a very good standard of support. The school meets the needs of the higher attaining pupils very effectively. In the Foundation Stage there are weaknesses in the planning of the children's work and the teaching of basic skills because expectations of what children are to achieve in lessons are not high enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory range of work that is relevant to pupils in Years 1 and 2. The very good provision of activities outside lessons enriches the quality of pupils' learning further. All pupils have equal access to the curriculum. The quality of the work planned for children in the Foundation Stage is unsatisfactory.
Provision for pupils with special educational needs	The school's programme of support for pupils with special educational needs is good. It is effectively organised to identify pupils who need additional help, ensuring that they make similar progress to their classmates.
Provision for pupils with English as an additional language	Teachers ensure that pupils have equality of opportunity to take full advantage of the learning experiences that they give them. This means that these pupils achieve as well as their classmates. The school is socially inclusive and pupils learning English as an additional language are included in all aspects of school life.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	This good provision helps pupils learn more effectively. The provision for pupils' moral development is excellent and very good for their social development. This high quality provision is very evident in the daily life of the school. Provision for pupils' spiritual and cultural development is satisfactory. More can be done to develop pupils' knowledge and understanding of multi-cultural education.
How well the school cares for its pupils	The school is effective in promoting the welfare, health and safety of its pupils. The level of pastoral care is high. Procedures for monitoring pupils' academic and personal development are good.
Links with parents	The school works hard to develop satisfactory links with parents. There is a dedicated but very small group of parents who provide good support for the school. However, there is significant room for improvement in the contribution that parents make to their children's learning at home and in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides high calibre leadership and management of the school. She has a very clear vision of what needs to be done to secure improvement for all pupils, irrespective of their background. The senior management team and subject co-ordinators make a very good contribution to the effective and efficient way the school is led and managed. They make it a priority that all pupils achieve as much as they can academically and in their personal development.
How well the governors fulfil their responsibilities	The chair of governors provides excellent leadership. All governors have a very strong commitment to the school. Their roles and responsibilities are clearly defined and there is appropriate delegation. The governing body committees do very effective work. They are very supportive of the school, but at the same time hold the school to account for the standards and quality of education it achieves.
The school's evaluation of its performance	Monitoring and evaluation of performance are excellent. There is rigorous analysis of standards, frequent checking of the progress towards targets in the school improvement plan and regular observations of teaching. Any weaknesses are identified early and the school responds immediately and efficiently with them.
The strategic use of resources	Very good. There is a clear link between development planning and finance. Priorities are entirely relevant to the school. The school understand and applies best value principles.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The return of 58 questionnaires was 29 per cent of those sent out. Two parents made a written response. Four parents attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • The teaching is good. • Their children behave well at school. • The school is very easy to approach with concerns. • Staff have high expectations for their children. • The school works closely with parents and provides the right amount of homework. • The school is well led and managed. • The provision for their children's personal development is good. 	

The parents think very highly of the school. Inspectors support parents' positive views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children enter the nursery with early learning skills that are well below average across the range of their work. They make unsatisfactory progress by the time they enter Year 1. By the end of the Foundation Stage they attain very low standards in communication, language and literacy, mathematical development and in their knowledge and understanding of the world. They attain well below the expected standard but make satisfactory progress in their creative and physical development and in their personal, social and emotional development. The main reasons for the low standards are the high turnover of teachers who have provided leadership within the Foundation Stage and weaknesses in the planning of children's work. The school has improvement of provision in the Foundation Stage as its number one priority. A new teacher has been appointed to lead and manage its work. Therefore, the school is very well placed to bring about the necessary improvements, in the same way as it has done in Years 1 and 2 over the last five terms since the previous inspection.
2. Standards by the end of Year 2 have risen dramatically since the last inspection when they were well below the national average. Pupils achieve very well by the end of Year 2 compared with the time they start school. Inspection evidence indicates that standards in writing and mathematics are in line with the national average and below average in reading and science. Taking account of pupils' attainment in reading, writing, speaking and listening together, standards in English are in line with the national average. Pupils' use of their literacy skills in subjects other than English is good. The use of their numeracy skills in subjects other than mathematics is satisfactory. Current standards are not as high as those attained in the 2002 national tests because there are fewer pupils in this year's Year 2 who are capable of attaining a level above that expected of pupils this age and there are more pupils with special educational needs. In the 2002 national tests, pupils attained above average standards in reading and mathematics and average standards in writing. In comparison with similar schools, pupils' attainment in reading placed the school in the top 5 per cent of schools nationally and it was well above average in writing and mathematics. Standards of attainment are high in Year 1 and they are on course to at least match the 2002 test results next year.
3. The dramatic rise in standards since the last inspection followed very careful monitoring and evaluation of teaching by the headteacher. This provided her with a very clear picture of the strengths and weaknesses of the teaching. With very good support from the teachers and classroom assistants, the school has worked very hard and very effectively to eradicate weaknesses in teaching. High expectations for what they want pupils to achieve are the cornerstones of the school's strategy for improvement. This is reflected in the challenging targets for pupils to achieve. These targets are what the school refers to as 'aspirational targets'. These are targets based on pupils' standards of attainment when they enter school. The targets are then raised to provide the pupils with a higher challenge. The school meets these targets and often exceeds them. The school's high expectations are also reflected in the high percentage of pupils who attain a level above that expected for children this age. For example, in the 2002 national tests, in reading and mathematics the school was in the top 5 per cent of similar schools for such pupils.
4. By the end of Year 2, pupils attain standards that are in line with national expectations in geography, history, music and physical education. In these subjects they achieve very well. Pupils attain below national expectations in art and design and design and technology, and achieve satisfactorily. Achievement is unsatisfactory in information and

communication technology as pupils attain well below national expectations. The reason for the low standards is long-term disruption to the teaching and learning caused by the theft of the school's computers. They were replaced two weeks before the inspection. There are new security measures in place to protect the equipment. The school is very well placed to bring about improvements, exemplified by the good teaching observed during the inspection. The school gives the subject high priority in its school's improvement priorities for 2002 - 2005. There is a good overview for its development over the next three years. A new co-ordinator is to be appointed to oversee these important changes. In religious education, pupils attain standards well below the expectations of the locally agreed syllabus. The reasons for this are insufficient written work and teachers' lack of secure knowledge and understanding of some aspects of the subject.

5. Over time, girls have attained more highly than boys. However, the gap over the last two years since the last inspection has narrowed and there is now no significant difference in their attainment. Ethnic minority pupils achieve similarly to their classmates. The few pupils who speak English as an additional language make very good progress in relation to their prior attainment. For example, after only eight weeks in the school one of the Year 2 pupils reached the average level in mathematics in the national tests and came close to the expected level in reading and writing. Pupils identified as having special educational needs make very good progress in relation to their prior attainment and the targets set in their individual education plans. Higher attaining pupils, including gifted and talented pupils, achieve very well. This is because in all lessons teachers plan work that meets their needs.

Pupils' attitudes, values and personal development

6. The pupils' attitudes to learning and their behaviour are very good and the relationships between everyone in the school are also very good. This has a very positive effect on the pupils' learning. The improvement has been very good since the time of the previous inspection. Parents also feel that pupils' behaviour is good and that their children like school.
7. In the nursery and reception classes, children's attitudes to learning and their behaviour are satisfactory and they are good when they are motivated by their work. This good behaviour was evident when the reception children listened carefully to the story of 'The Elves and the Shoemaker' and they were eager to discuss what they could see in each of the pictures. Nursery children find it more difficult to take turns and to share the resources, such as paint and printing materials. When playing outside the youngest children soon become intolerant of their playmates if not allowed to share the toys.
8. In Years 1 and 2, pupils have very good attitudes towards learning. They enjoy being at school because teachers make their work interesting. The teachers bring expert visitors into the school, such as the theatre group and 'Barn Owl Bill'. Year 2 pupils speak with great enthusiasm about the visitors and recall the work in detail. This shows that they have listened very attentively. For example, they described the colour and characteristics of the different types of owls, such as Tawny, Barn, Long-eared and Snowy. A considerable number of pupils enjoy taking part in the very good range of extra clubs that the school provides, such as the dancing, football, cake decorating and mathematics clubs.
9. Opportunities for pupils' personal development are good and continuing to improve. However, over the past year the staff have had to give considerable time and effort to improving the pupils' behaviour. In doing this they have rightly had to restrict the jobs that the pupils carry out around the school. The staff are now in a better position to give the pupils opportunities to show initiative and to take responsibility in the classroom. This

was evident when, at the end of a lesson in a Year 1 class, pupils volunteered to sacrifice part of their lunchtime to help the teacher tidy up and prepare the classroom for the afternoon lessons.

10. In Years 1 and 2 most pupils' behaviour is very good. They respond well to the teachers' expectations of how they should behave. Therefore, most pupils listen carefully to their teachers and to their classmates. This was very evident in a Year 2 history lesson. The pupils listened attentively to the teacher and were very keen to join in the discussion about how holidays at the seaside have changed since 1900. Throughout the school the pupils take good care of their own and the school's property, such as the books and the computers.
11. Staff implement the school's behaviour policy consistently and no pupil has had to be excluded from the school over the last year. The success of the policy is seen in the way that the pupils of all ages strive to gain the rewards, such as the pupil of the week and the 'Go for Gold' awards, and they are keen to avoid the sanctions for unacceptable behaviour. The parents, who are full of praise for the way in which the pupils' behaviour has improved in the past year, confirm this.
12. The relationships between the pupils and staff are very good. The teachers set a very good example of care and respect for the feelings, values and beliefs of others. Therefore, pupils reflect this in their relationships with each other. They work together as friends and are kind to one another at playtimes. This was evident when a child from the reception class fell over and a classmate asked, 'Are you all right?' The pupils are courteous and polite and they readily say please and thank you. This was evident when a Year 1 child asked an adult visiting the school, 'Please can you come to my classroom to see my work?' The boys and girls get along very well with each other and they readily include others in their play. This results in a very friendly and welcoming school.
13. Since the time of the last inspection the progress the school has made in bringing about improvements in pupils' behaviour has been excellent. More recently, the Nurture Group set up for young children exhibiting any kind of anti-social behaviour has provided a valuable and valued addition to the school's resources for promoting pupils' personal development.
14. The attendance rate has improved significantly since 1999/2000 but remains well below the average for similar schools nationally. The number of unexplained absences for the same period is better than the national average. Most pupils arrive promptly but there are a small number of families who bring their children late every morning.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good. It is excellent in 9 per cent of lessons, very good in 18 per cent, good in 38 per cent and satisfactory in 35 per cent. There were no unsatisfactory lessons during the inspection. The quality of teaching is better than at the time of the last inspection. The school has made very good improvement. The unsatisfactory teaching has been eradicated and there is more very good and excellent teaching. Since the last inspection the work teachers set for pupils is much harder and ensures all pupils work to their full capability. The teaching of pupils with special educational needs is much better. The marking of pupils' work has improved from unsatisfactory to very good, with some excellent.
16. In the Foundation Stage the quality of teaching and learning observed during the inspection was satisfactory but, over time, it is not good enough to raise the standards of pupils' work. Staff have good relationships with the children and work together successfully to give the children in their care effective support. Teachers have a sound

knowledge of the learning needs of children in nursery and reception. Adults manage the class satisfactorily and some staff have realistic expectations of behaviour and performance. The staff make sound use of available resources and support staff are deployed satisfactorily. Teachers plan work satisfactorily to cover the six areas of learning for the Foundation Stage, but do not check the children's progress regularly or keep detailed records of what they can and cannot do.

17. There are areas for improvement in the teaching of the children in the Foundation Stage. In the nursery the classrooms are not organised well enough and children do not have ready access to many of the varied resources. The outside play area is adequate in size but does not provide a bright or stimulating environment. It is not yet used as a carefully planned resource that contributes to all six areas of learning appropriate to children in the nursery. In the reception classes the children make progress too slowly because of weaknesses in the long-term planning of children's work. Throughout the Foundation Stage, expectations of what staff want children to achieve in their work are not as high as the rest of the school.
18. The quality of teaching in Years 1 and 2 is very good. Teachers' planning shows very clearly what they want different groups of pupils to learn in each lesson. This ensures pupils know what is expected of them in lessons and their learning is very focused. Teachers use a range of very good teaching methods. They persist in trying out a range of approaches when pupils find something difficult to grasp. They use questioning skills skilfully to help pupils learn and encourage pupils, particularly those who are reticent, to respond in ways which boost their self-esteem. These teaching approaches motivate the pupils to want to learn. For example, in a Year 1 numeracy lesson, pupils, through skilled questioning by the teacher, gave clear and precise explanations of how they made their subtraction calculations involving two-digit numbers. In the same lesson pupils developed very quickly their understanding of the value of each digit in a three-digit number. This was as a result of good teaching of basic mathematical skills.
19. Teachers have secure subject knowledge in almost all subjects so they answer pupils' questions accurately and teach with confidence. This in turn extends pupils' knowledge and understanding of the work they complete. For example, in a Year 2 literacy lesson the teacher's clear explanation of the term 'rhyming couplet' ensured that by the end of the lesson pupils' use of rhyming couplets was of good quality. The weakness in teachers' knowledge is in religious education.
20. Teachers manage pupils' behaviour very effectively. As a result, pupils waste little time in their lessons and have more time to work hard. A strength of the teaching is the very good relationships between staff and pupils. This ensures all pupils, whatever their backgrounds, are fully involved in lessons and feel valued. This greatly enhances the quality of pupils' learning. Teachers deploy support staff very effectively to help pupils learn. Support staff contribute very positively to pupils' progress. In a Year 1 literacy lesson the classroom assistant led a group of pupils who produced a piece of shared writing of very good quality. This was achieved through very good questioning that developed pupils' thinking. Also, the planning of the work is so meticulous that the teaching assistant was very clear about what was to be done or how it was to be done. The evaluation of this part of the lesson by the classroom assistant was excellent. This was shared later with the class teacher so she had a clear idea of the pupils' performance in the group work.
21. Teachers use time and resources efficiently. There has been no opportunity this school year to use computers to help pupils learn. Teachers have a very good understanding of how to integrate computers into lessons.

22. There is early identification of special educational need, which enables teachers to address any possible issues. There are good quality individual education plans and teachers make very good use of them to plan appropriate work. Most targets are clear and measurable, for example being able to read certain letter sounds. Individual education plans are linked well to the English and mathematics aspect of the National Curriculum. Teachers are aware of the needs of all their pupils. In lessons, pupils with special educational needs get very good support both from teachers and support assistants. The quality of the teaching of reading for lower attainers is very good.
23. Teachers quickly identify the needs of the few pupils who learn English as an additional language and they deploy effectively the classroom assistants to give the pupils the extra help that they need. This was evident when the school very quickly recognised that one of the pupils who learns English as an additional language also has special educational needs. The school promptly sought specialist help from outside the school to assess his particular needs. Also, the pupils benefit from the many activities that teachers use to develop the speaking and listening skills of all pupils, such as acting out a role, working in pairs or small groups for discussions, reading and writing. This was evident in a Year 2 lesson when a pupil who learns English as an additional language created a seaside poem with a classmate. He wrote, and read aloud, 'Feel the prickly sand in your hand'. The pupil has made rapid progress in speaking and listening, reading, writing and mathematics after only half a term in the school.
24. The quality of the teaching of literacy and numeracy is very good. The following are examples of how excellent and very good teaching positively affected pupils' learning.
- In a Year 1 poetry lesson about animals, the excellent teaching ensured that pupils made excellent progress in writing poetry. The teacher's outstanding subject expertise was evident in her inspirational teaching. The teacher's excellent relationships and high expectations lead to pupils behaving excellently. The lesson was very carefully planned and very well resourced. It was organised so that pupils of different abilities worked at their appropriate levels. By the end of the lesson, pupils achieved standards well above average. They read poems with expression whilst miming facial expressions and performing actions. Pupils were skilful in their use of words in their written poems. For example, one pupil wrote, 'Six vicious vultures circling their prey'.
 - A very good numeracy lesson in Year 2 was planned very well to show clearly what was to be taught and learnt. The teacher managed the different parts of the National Numeracy Strategy very successfully. Mental calculation work was completed very effectively at the start of the lesson. The questions were very carefully planned so that pupils of all abilities were fully involved. She gave very good explanations in the introduction of what pupils were expected to do. This meant that they completed as much work as possible in the time available. The teacher used the end of the lesson very successfully to review pupils' understanding of the work. As a result, pupils could correctly subtract given amounts of money from one pound.

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

25. The school provides a satisfactory range of learning experiences for its pupils that meets their academic and personal needs. It meets all the requirements of the National Curriculum and religious education. Improvement since the previous inspection is satisfactory.
26. The strengths in the curriculum are:
- the very good provision for English, mathematics, physical education and personal, social and health education;
 - the school's commitment to equal opportunities for all pupils;

- the good provision for pupils with special educational needs;
 - the very good range of activities outside lessons and the contribution of the community to pupils' learning.
27. The areas to develop are:
- the Foundation Stage curriculum for children in the nursery and reception classes;
 - the provision for information and communication technology, and religious education in Years 1 to 2.
28. In Years 1 to 2, teachers plan very carefully a very good range of work in English, mathematics and physical education. Staff implement the National Literacy and Numeracy Strategies imaginatively and successfully. The reading support teacher very effectively implements a catch-up programme for lower attaining pupils. Teachers promote pupils' literacy skills through geography and history very effectively.
29. The school has rightly given considerable time to English and mathematics in the last few years and this has been very successful in raising standards. The school's own review of the other subjects of the curriculum showed that teachers did not always allocate enough time to them or teach the subjects in enough depth. Therefore, the school has recently reorganised the teaching time so that two of these subjects are taught over a series of lessons for a period of two weeks each term. The exceptions are English, mathematics, physical education and personal, social and health education that are taught each week. The new arrangement for other subjects is too recent to judge its impact on standards.
30. The school has a very good programme for personal, social, health and citizenship education. It includes drugs awareness and staff cover sex education when pupils ask relevant questions. Teachers provide specific lessons in personal, social and health education and they also teach it through other subjects such as science. Teachers' lesson planning is based upon national guidance and strategies used in the school's 'nurture' group - a behaviour improvement programme. The latter promotes pupils' social and emotional development very effectively. This was evident in a Year 1 lesson when pupils took turns to act out the role of welcoming a new pupil to the school.
31. The curriculum is unsatisfactory for children in the Foundation Stage. Also in Years 1 to 2, the curriculum is unsatisfactory in religious education and in information and communication technology because teachers do not teach the subjects in enough depth. However, the school has been constrained in the provision for information and communication technology because of the repeated thefts of computers. Another shortcoming in religious education is that teachers do not promote pupils' literacy skills enough; for example, in religious education teachers do not ask pupils to record their work in books.
32. The school is fully committed to equal opportunities for all pupils. The provision is very good. This is because teachers and classroom support staff plan carefully to provide the extra help, experiences and resources that pupils with varying learning needs require in order to progress in their learning. Examples of this are that the school encourages girls and boys to take part in all activities. It provides very well for the gifted and talented pupils in Year 1 and for the few pupils in Years 1 and 2 who speak English as an additional language.
33. The school provides good opportunities for pupils with special educational needs. However, the school withdraws from the classroom a small number of pupils from reception to Year 2 to attend the nurture group. The arrangement does not ensure that the pupils have access to the same academic curriculum as their classmates, particularly the few pupils in Years 1 and 2. On the other hand, the main focus of the work in the

nurture group is to promote the pupils' emotional and social development and it does this successfully.

34. The school provides a very good range of activities outside lessons that enhance the curriculum for the considerable number of pupils who take part in them. There are, for example, clubs for cooking, designing and making, dance, harmonica, mathematics challenge and football. The school has very good links with the local and wider community that extend pupils' learning considerably across a variety of subjects. Examples of this are: 'the owl man', *The Gazebo Theatre* and *Theatre Works*, the school nurse, a fireman and Methodist and Church of England ministers. Additionally, visits extend pupils' learning, for example to a local church, a farm, Twycross Zoo and to Rhyl. The school has satisfactory links with the junior school that ensure the smooth transfer of Year 2 pupils to the next stage of their education.
35. The school's provision for pupils' moral development is excellent. It is very good for their social development. This shows good improvement since the time of the previous inspection. The provision for pupils' spiritual and cultural development is satisfactory. Most parents feel that the school helps their children to become mature and responsible.
36. The main strengths in the provision are the opportunities that pupils have to respect and value themselves and others and the way in which the school celebrates success and thereby raises pupils' self-esteem. There is also a clear and consistent approach to promoting the principles of right and wrong and staff provide good role models in the way that they show care and consideration towards others.
37. The school does not provide enough opportunities to raise pupils' spiritual awareness through subjects and to allow the pupils more opportunities to take initiative and responsibility. In addition, the pupils do not learn enough about the richness and diversity of other cultures and how these influence modern multicultural British society.
38. The provision for pupils' spiritual development is satisfactory. The staff give pupils time to reflect upon the content of the assemblies and for prayer. They create a special atmosphere in assemblies by providing music and a focus for the pupils' thinking, such as a candle and attractive flowers. The school meets requirements for a collective act of worship. The staff encourage all pupils to value themselves and foster a respect for others. Teachers give pupils time to discuss and share what has been learned at the end of the lessons. This develops the pupils' awareness of their own self-worth through celebrating their efforts and successes. Teachers' records indicate that in religious education they sometimes plan the work so that the pupils reflect on how their learning affects their lives. Staff provide some opportunities to develop pupils' spiritual awareness through other subjects, such as art, science and music. This is a similar picture to that reported at the time of the previous inspection.
39. The school's provision for the pupils' moral development is excellent. Staff encourage pupils to be honest, to understand the consequences of their own actions and to care for others. For example, in an assembly the headteacher very effectively related an example of how her personal experiences had made her aware of the needs of people who became disabled. The pupils understood the underlying sentiment of making the best of ourselves whatever gifts, talents, abilities or disabilities we have. The staff promote the school's positive code of conduct successfully through the displays of the golden rewards and rules in the classrooms to remind pupils how to achieve success. The staff and pupils celebrate these successes in an assembly that the school shares with parents each week. As a result, pupils' self-esteem and confidence to learn increase and their behaviour improves in lessons and around the school.

40. The provision for pupils' social development is very good. This is because the staff set a very good example of care and consideration for others and they consistently encourage the pupils to develop good social skills. Therefore, pupils from nursery to Year 2 are polite and courteous. For example, they readily say 'excuse me' or 'please' and 'thank you' to adults and their classmates. This results in very good relationships; for example, the pupils work and play in harmony regardless of race or gender. The staff develop the pupils' sense of community well through school drama and musical productions and concerts, such as those given by the choir. Also, staff foster a sense of responsibility to the wider community through good quality lessons in personal, social, health and citizenship education. They encourage pupils to show care for others when they contribute to a variety of charities. The staff give pupils activities in lessons in which they work together collaboratively and co-operatively in pairs or groups. However, they give them fewer opportunities to demonstrate and act upon their own initiative within the classroom or around the school as they grow older.
41. The school's provision for cultural development is satisfactory. However, pupils do listen to a range of music in assemblies and study a variety of art, local history and geography. The school provides a good range of out-of-school visits to places such as Northcote Farm, Bantock House, Boscobel House as well as the local library, shops and church. These contribute to pupils' cultural and social development positively, as do visits from 'people who help us' and local artists, storytellers and theatre performers who all enrich and inspire pupils' work. The planned religious education curriculum provides for the development of an understanding of the importance of world faiths such as Sikhism and Christianity. The school celebrates a range of cultural customs in assembly, such as Ramadan, the Chinese New Year, as well as Christmas and Easter.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The care and support offered to the pupils are good. The school has a warm and caring atmosphere, where all teachers and support staff know the children well and are fully aware of their needs. The school has good induction procedures for new pupils and the needs of all pupils are properly met. The provision of a breakfast club enables parents to leave their children safely prior to the start of the school day. All pupils feel safe and confident and, therefore, they form trusting relationships and settle down quickly in the school.
43. General cleanliness of the buildings and the upkeep of the grounds are of the highest standards. Despite high incidents of vandalism the site manager ensures that the premises are safe and free from hazards where children work and play in safety. Parents' response to the questionnaire and children talking to the inspectors confirm that the adults provide a caring environment where all children feel safe and secure. Teachers and support staff work closely to ensure that a good level of personal support and guidance is given to all pupils. The procedures for child protection and pupils' welfare are good. Health and safety procedures are in place and the school has developed good systems for monitoring and improving attendance. The school promotes behaviour well and procedures for eliminating oppressive behaviour and racial harassment are firmly in place.
44. The school complies with the locally agreed child protection procedures. These provide clear instructions about action to be taken and how cases will be followed up by other local authority agencies. Teaching and non-teaching staff are aware of the procedures and know what action to take if the need arises. Mid-day staff are aware of the procedures but they, along with other staff, need formal training in child protection and health and safety matters. Pupils' emotional needs are cared for in the newly established 'Nurture Unit', which is funded through an outside grant.

45. Children with special educational needs receive good support from appropriate agencies. The school pays very good attention to health and safety matters. Regular checks are made on the safety of the buildings, grounds and equipment and a governor takes responsibility for overseeing health and safety matters. The school monitors the implementation of health and safety procedures and regular risk assessment of the premises is undertaken. Teachers and support staff promote hygiene well as part of the curriculum. Some parents expressed concern about the hazardous conditions at the school gate during winter when gritting lorries arrive after the school has started. The site manager takes good care to ensure that the buildings, equipment and the school grounds are safe.
46. There are good arrangements for first aid and the school cares sympathetically for sick pupils. Staff know what to do in case of an emergency or if a pupil becomes ill while at school. During the inspection the parents were contacted who promptly arrived to collect their injured child.
47. Procedures for monitoring attendance and punctuality are good. The school has put good strategies in place to improve attendance and punctuality; for example, attendance certificates are issued for good attendance and the newly appointed home-school liaison officer contacts the parents and carers of absent children on the first day of their absence. The 'Walking Bus' picks up children at convenient points and escorts them to school. This improves attendance and punctuality. The provision of a breakfast club encourages some pupils to arrive early in the morning. The school has developed good contacts with support agencies who provide help and guidance for vulnerable families. Attendance registers are marked in accordance with the legal requirements and the secretary ensures their safekeeping.
48. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very effective. A system of mutually agreed, simple but effective, school rules supports positive behaviour. Staff encourage pupils to behave well through a range of strategies such as praise, good work stickers, award of certificates and praise in assemblies. Procedures for dealing with difficult behaviour are understood by staff. Parents feel that consistent verbal praise and good work stickers and other rewards and sanctions are appropriate and are applied fairly to motivate pupils to behave well or to reflect on their unsociable behaviour.
49. The inspection findings confirm that the staff have high expectations and all pupils work and play harmoniously. Pupils from different social and ethnic backgrounds are taught to respect one another. The school takes incidents of bullying seriously and has good systems to deal with any concerns, although no such incidence was seen during inspection week.
50. The procedures that teachers use to check pupils' attainment and review their progress are good. Therefore, the monitoring of pupils' academic progress is also good. The use that teachers make of the information that they gain from the checks that they make of pupils' achievements is satisfactory. Improvement has been good since the time of the previous inspection.
51. The main strengths are:
- the school's very good systems in English and mathematics and good systems for science;
 - the school's very good systems for teachers to check and review pupils' personal development.

52. The areas to develop are:
- the teachers need to use more effectively the systems that they have to check pupils' attainment in the Foundation Stage, art and design, and design and technology;
 - the teachers need to put in place a system to check pupils' progress in religious education.
53. In English and mathematics the school has very good systems for teachers to check pupils' attainment and review their progress at regular intervals across the year, including the pupils who learn English as an additional language. Staff in the Foundation Stage undertake a formal check of children's early learning skills and use the results to provide work that is usually matched satisfactorily to their needs in the reception classes. It is not always used as effectively to set work for the higher attaining children or the youngest children in nursery. In Years 1 to 2 teachers assess pupils regularly in speaking and listening, reading, writing, spelling and mathematics. All the staff involved with the pupils contribute to the very careful records that class teachers keep of pupils' achievements.
54. Teachers track pupils' progress closely as they move through the school. The school uses the information very well, for example to identify pupils with special educational needs and lower attaining pupils in reading. The support staff then give the pupils the extra help that they need and the quality of the support is very good. Teachers set individual targets for pupils to achieve in English and mathematics and use these very effectively, for example when marking pupils' work. The quality of marking is very good and makes a significant contribution to the very good progress that pupils' make in these subjects. The school has very good procedures for monitoring pupils' personal development. Teachers check pupils' progress carefully and regularly and the information enables teachers to know their pupils very well.
55. In the other subjects the school has recently introduced a system for teachers to check the progress that pupils make in the National Curriculum. These systems have not been in place long enough to judge their effect on the standards which pupils attain. The school does not have a system for teachers to check pupils' attainment in religious education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Partnership with parents is very good. Parents are extremely pleased with the quality of education provided for their children and with the standards achieved by the school. Parents have the highest praise for the approachability, professionalism and friendliness of the staff. They are pleased that their children develop such positive attitudes to learning that they make very good progress. The induction programme is very well structured. All information is presented in an attractive, user-friendly way and keeps parents well informed about what is happening and how they can help their children to develop. Homework tasks involve parents whose response is sometimes good, but too often it is unsatisfactory. A small number offer good support for their children's learning.
57. Parents have very good views of the school. They are pleased with the quality of education provided and the standards achieved by the school. Parents feel that the quality of education is good and all pupils behave well. Therefore, their children develop positive attitudes to school and make good progress. All parents agree that their children like school and that the school expects their children to work hard and achieve their best. The attendance at parents' evenings and in the school assemblies has increased over the last two years. The inspection team noted positive attitudes of parents who gave their time generously to talk to the inspectors during the inspection week.
58. Parents at the pre-inspection meeting confirm that arrangements for settling their children in the school are very supportive. The teachers meet with parents before their children

start school and focus on promoting the partnership between home and school so that the school gets to know the children quickly and a supportive partnership continues throughout the child's school life. Those parents who spoke with the inspectors felt comfortable in approaching the school to enquire about their children's welfare and progress. All parents feel that school values them as partners in their children's learning.

59. The school ensures that good quality information provided is accessible to all parents. The school prospectus is easy to read and contains useful information, including how to make contact with the school. Staff make good use of the home-school reading diaries to communicate with parents about their children's progress. Pupils' annual progress reports are good and give parents clear information about how well children are doing and how parents can help them to improve. The majority of parents are happy with the quality of information provided by the school.
60. The school provides very good opportunities to visit school such as to attend parents' evenings, Friday assemblies and curriculum information meetings. Parents are kept informed about school life through regular newsletters. There is a strategically placed notice board in the school that displays information of interest to parents.
61. Parental involvement in the school life is on an informal basis. There is no established parent-teacher association. A small number of parents were seen helping in the school. Staff value this contribution from parents and make good use of the opportunity for a chat about any concerns. However, the school has a smaller number of parents helping than is normally found in most schools. Despite the school's hard work to ensure that all parents and carers are involved as active partners in their children's education, the contribution made by most parents is limited.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The headteacher provides outstanding leadership and ensures very clear direction for the work and the development of the school. She provides very influential and supportive leadership. This sets a first-rate climate for learning that includes very good attitudes to work, harmonious relationships and a very strong commitment to high standards. She is a very noticeable presence around the school throughout the day. The efficient and rigorous manner in which she carries out her duties positively affects the working atmosphere within the school. She makes it a priority to value everyone within the school community and ensure that they develop their full potential. The deputy headteacher and senior teachers very ably support the headteacher in all aspects of the leadership and management of the school. They work very well together. Subject co-ordinators provide very good leadership and management of the subjects for which they are responsible. Also, all staff provide very good support and there exists a very good team spirit with a shared commitment to achieve high standards.
63. The school's monitoring and evaluation of its performance are excellent. The headteacher rigorously monitors, evaluates and supports teaching and learning. This gives a very clear picture of how well pupils are taught. Staff know how high pupils' standards are and whether there are variations across groups of pupils. Staff reflect critically on what they can do to improve learning and develop more effective ways of working. From this, appropriate priorities are set within a very good quality school development plan. Importantly, it makes the raising of standards the basis of all developments. The school takes very effective action to meet its targets. There is a very close link between school development planning and performance management. The headteacher has built the review part of the performance management process into a programme of professional development to integrate the needs of individual staff and of the school. A weakness in the arrangements is the absence of job descriptions that accurately reflect the staff's duties and responsibilities.

64. The chair of governors provides excellent leadership. The governing body ensures all statutory requirements are met. Its meetings are regular and very efficiently and effectively managed. Committees oversee various aspects of school life and designated governors provide valued support, for example in respect of special educational needs. Governors have a clear picture of how the school performs and a very good knowledge of the school's strengths and weaknesses. The governing body is fully involved in strategic planning, decision making and in monitoring and reviewing school developments. The school's aims and values are very good and they are fully implemented in the daily life of the school.
65. Financial planning is very good. The headteacher and governors are very committed to spending the school's funding to support the education of those pupils currently in the school, but at the same time have a good awareness of future needs. The school applies effectively the principles of best value. There are good arrangements for the day-to-day financial administration. Nearly all the recommendations of the latest auditor's report have been implemented. The school makes sound use of new technology to help with the efficient running of the school. The school allocates grants for staff training to support the targets in the school's development plan and relates them directly to pupils' learning. This has a positive effect on standards. The school spends very effectively on special educational needs, confirming its commitment to support these pupils. The money allocated to the school is in line with that allocated to primary schools nationally and the school gives very good value for money.
66. The school spends funds provided through the Education Action Zone very wisely. English provision benefits from monies that provide extra teaching staff to support the teaching of reading. This has helped very significantly to raise standards in reading. Another significant area to benefit from the funding is the attendance improvement procedures. The rise in pupils' attendance rate is testimony to this. The school has also recently received funds from the Behaviour Improvement Initiative. They have used these funds to set up a nurture group. It has made a sound start and the school is in the process of evaluating the first few months of the project. Inspection evidence indicates that the pupils in the group are well taught and receive a very high level of pastoral support. The expertise of the teacher has been shared very effectively across the school. There are, however, some concerns. The teacher in charge of the facility is a member of the senior management team but does not yet have a whole-school role that will ensure that she plays a full part in the life of the school. The age range of the children and pupils who attend the group ranges from nursery to Year 2. Inspectors judge that this is too wide a range and the provision is more suited to the younger children so that they have full access to learning opportunities provided in the school for these children.
67. The school's staffing, accommodation and learning resources are satisfactory. Teachers responsible for subject areas have appropriate expertise. Newly qualified teachers receive very good support. The staff have good opportunities to undertake training and the school is well placed for training new teachers.
68. The performance management is in place. There is a very good staff development policy. Targets are agreed with the staff and are linked to the whole school development plan and the individual training needs. There is sufficient number of support staff. They are deployed effectively to support teaching staff. The school secretaries make a good contribution to the smooth running of the school. The hard working cleaning and dining room staff take pride in their work and help to provide a safe and welcoming environment.
69. The accommodation is satisfactory and enables staff to teach all subjects effectively. Most classrooms are spacious and are attractively decorated. There are good quality displays of children's work in all classrooms. There is a spacious hall that is used for

serving lunches, holding assemblies and for physical education lessons. The outside accommodation is good. There is a large hard play area and a well-fenced field provides safe environment for younger children to play and socialise. Learning resources are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. The headteacher and staff, in conjunction with the governing body should:

- improve provision in the Foundation Stage in order to increase children's achievement; (paragraphs 1, 17, 27, 52 and 71 - 91)
The school has identified this as a priority for development and is very well placed to bring about the improvement
- raise attainment in religious education by:
 - improving teachers' subject knowledge;
 - increasing the amount of written work that pupils complete in the subject;(paragraphs 4, 19, 3, 52, 55 and 158 - 162)
- raise attainment in information and communication technology by the end of Year 2 by making effective use of the recently replaced computers and by implementing the school's scheme of work to ensure there is:
 - increased access by pupils to computers and planned use of time for pupils to practise skills on computers;
 - teaching of specific information and communication technology skills;
 - effective assessment of pupils' attainment so that work is matched accurately to pupils' varying needs;
 - developing the use of information and communication technology in other subjects;(paragraphs 4, 27 and 144 - 146)
- continue to take steps to improve pupils' attendance so it is at least in line with the national average. (paragraph 14)

In addition to the above key issues the less important areas of development are to:

- raise attainment in science; (paragraphs 2 and 109 - 116)
- continue to explore and implement strategies to increase parental involvement in their children's learning; (paragraph 61)
- improve the provision for multi-cultural education. (paragraph 41)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	6	13	12	0	0	0
Percentage	9	18	38	35	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR Y2
Number of pupils on the school's roll (FTE for part-time pupils)	19	164
Number of full-time pupils known to be eligible for free school meals	0	97

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with Statements of Special Educational Needs	0	0
Number of pupils on the school's special educational needs register	0	14

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	9.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	26	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	24	24	21
	Girls	23	23	25
	Total	47	47	46
Percentage of pupils at NC Level 2 or above	School	89 (56)	89 (54)	87 (72)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	24	21	23
	Girls	23	25	23
	Total	47	46	46
Percentage of pupils at NC Level 2 or above	School	89 (59)	87 (74)	87 (76)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	92	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	12	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	4	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	21.9
Average class size	27.3

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	151

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	N/a
Total number of education support staff	2
Total aggregate hours worked per week	60
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	391,139
Total expenditure	393,332
Expenditure per pupil	1,821
Balance brought forward from previous year	0
Balance carried forward to next year	-2,193

Results of the survey of parents and carers

Questionnaire return rate 29%

Number of questionnaires sent out	201
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	12	0	2	0
My child is making good progress in school.	78	18	2	0	2
Behaviour in the school is good.	61	30	0	2	7
My child gets the right amount of work to do at home.	62	25	9	2	2
The teaching is good.	83	14	0	0	3
I am kept well informed about how my child is getting on.	72	24	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	84	14	0	0	2
The school expects my child to work hard and achieve his or her best.	78	19	0	0	3
The school works closely with parents.	70	20	5	0	5
The school is well led and managed.	83	14	0	0	3
The school is helping my child become mature and responsible.	74	21	3	0	2
The school provides an interesting range of activities outside lessons.	54	37	2	2	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. At the time of the inspection, children attended the nursery on a part time basis. There are places for 26 children, both morning and afternoon. In addition, 51 children who are of reception age are taught in two additional classes. In the report they will be referred to as the nursery class and the reception classes in order to distinguish what they are taught and learn throughout this stage of their education. The children's attainment when they join the nursery class is frequently well below average. Most children have limited speaking and listening skills and some come to school with little social experience or a breadth of knowledge. At the time of the inspection, standards being achieved by children in the Foundation Stage were poor and sometimes very poor.
72. The quality of teaching and learning observed during the inspection was satisfactory, but, over time, it is not good enough to raise the standards of pupils' work significantly. Staff work together successfully and they endeavour to give the children in their care effective support. Adults manage the class satisfactorily and some staff have realistic expectations of behaviour and performance, but overall expectations of what children are to achieve in lessons are not high enough. The staff have begun to assess the children's progress and development. If there are any concerns parents are informed so that they can offer their children extra support at home. However, the classrooms are not well organised and children do not have ready access to many of the varied resources available. The outside play area is adequate in size but does not provide a bright or stimulating environment. It is not yet used as a carefully planned resource that contributes to all six areas of learning. Work is not planned well enough to meet class or individual needs.
73. In the reception classes the quality of teaching is satisfactory, but the children make too little progress as a result of weaknesses in the curriculum and gaps in their previous learning. Staff have good relationships with the children. Work is planned to cover the six areas of learning for the Foundation Stage. Some use is made of the information on attainment on entry to the reception class when planning the next stage of learning, but this is not used to set challenging enough targets for children to achieve. Each child has a record of achievement, which is started in the nursery and continued through the Foundation Stage. It provides the Year 1 teacher with some information but is not well enough referenced to each of the Stepping Stones or early learning goals.
74. Assessment information shows that in most years children attain below nationally expected standards except in creative and physical development. The children currently in the reception class are achieving significantly lower standards and by the time they enter Year 1 will not attain nationally expected standards in any areas of learning. All children by the time they enter Year 1 make insufficient progress. Children who have been identified with special educational needs achieve similar standards and make more consistent progress as a result of the extra help and support they receive in class.

Personal, social and emotional development

75. Some children in the nursery begin to demonstrate confidence and awareness of school routines. They establish satisfactory relationships with adults who help them. Children in the reception classes have good relationships with all of the adults who teach them. They are provided with good role models by staff, who work together well to create a calm and happy atmosphere. The children gradually learn to take turns and work and play well together in pairs and groups. When playing outside, some children in the nursery are happy to share toys and take turns using larger pieces of equipment. The children respond well to the praise and encouragement when they are given time to co-operate and play together. Most put on hats and coats independently when it is time to go home.

Snack time provides the children with an important social activity but it is not used well enough to develop children's basic knowledge and understanding of the social skills associated with sharing food and drink, such as using mugs and plates and not leaving food on the carpet.

76. In the reception classes, teachers use early morning and registration activities successfully to emphasise the importance of friendship. In discussion sessions the children are keen to answer questions and begin to listen to one another. In art activities, they demonstrate some initiative and independence when finding and selecting resources. They are not as responsible for clearing away and tidying up once they have completed their tasks because staff do not insist on this being done. Consequently, classrooms are often untidy and unkempt, which does not give the children any sense of pride in their environment nor develop their awareness of how to take care of resources.

Communication, language and literacy

77. The vast majority of the children join the nursery class with very limited speaking skills. For some children, this develops satisfactorily through activities such as the role play in the 'Sunshine Café' and discussions about what they have made from construction materials, sand, water and paint. However, children are not given enough encouragement to talk and share experiences, for example, when they first come to school in the morning. The children are usually keen to tell their news to the adults and other children, in spite of their very limited vocabulary. Story time sessions are successful in introducing children to the world of books. During the inspection sharing the story 'The Elves and the Shoemaker' created interest with some of the children able to suggest an ending. They do not yet understand that books give them information or provide them with stories. A very small minority of children in the nursery identify single letter sounds and during the inspection they were keen to find words beginning with 's', which was the letter of the week. Opportunities to develop children's communication, language and literacy skills are not planned well enough. While there is adequate focus in literacy lessons, opportunities are missed to extend these across other areas of the curriculum. The curriculum is not planned to reflect how children of this age need to learn through well-organised and prepared practical activities. The children are expected to sit and listen to adults for far too long rather than investigate independently in well structured group work.
78. In the reception classes, very few children know letter sounds or are able to write their names. Their letter formation is rarely accurate and they have no concept of the importance of keeping letter size the same. They begin to develop some confidence when reading and the more able children read with reasonable accuracy. Very few say that they have their own books at home and they do not take books home from school to read. Children write simple words and begin to copy-write short sentences. Most know that a capital letter starts a sentence, but are less confident to explain the importance of a full stop. Children really enjoy listening to poems, songs and rhyme and readily join in with songs they know.

Mathematical development

79. Staff give the nursery children opportunities to count and become used to the idea of numbers. When playing outside children know which wheeled vehicles are bigger and smaller and can count the number of steps. In the classroom children count various objects but are less confident to put them in patterns correctly. They know the shape and names of some numbers through handling two- and three-dimensional number shapes and by placing them in correct sequences. Occasionally, water play includes the use of measuring jugs and sand play includes moulding the sand into different shapes. During registration, children sometimes take turns to count how many people are in school that day and how many are absent. However, staff provide too few activities with a clear learning focus on mathematical development, or other activities which help develop

children's mathematical learning, such as about how numbers are used in everyday life. Many of the planned activities lack imaginative ways to develop children's mathematical development and enjoyment of using numbers.

80. In the reception classes, the children begin to gain a more formal understanding of number. Some count confidently to five and a few count beyond. A few children find two numbers that add up to five, with a small number achieving more than this, for example adding three numbers to make numbers up to 10. Some children sort objects by different criteria such as big, small, tall or short and explain how they would put themselves into different groups on the basis of gender or eye colour. The children recognise and name some simple two-dimensional shapes such as a circle and a square. They show a satisfactory understanding of terms like more than, less than and longer and shorter. They begin to use simple block charts and graphs to collate information such as their favourite food. However, they do not relate addition to combining groups of objects or subtraction to taking away. They have very few ideas about how to solve mathematical problems such as calculating the size of a piece of paper needed to wrap a present. They do not yet, accurately, write a sequence of numerals in their own recording.

Knowledge and understanding of the world

81. Staff give the children in the nursery various opportunities to learn about the world in which they live, but few children demonstrate any natural fascination about features of their environment, even those which are unfamiliar. While not many respond positively to the suggestion that they should eat fruit for a snack, some understand that it is better for their health than eating a sweet or biscuit. Within the topic they study there is opportunity for the children to discuss the world around them and places they have visited. These are very limited and only a minority of children recall their experiences of going on a holiday. They have no concept of distance or time and when asked how far they had to travel to a destination the response was always 'I don't know' or a shrug of the shoulders. Staff plan and organise occasional activities which enrich the children's experiences, such as a visit to a farm to see real animals and this helps the children learn how to care for other creatures.
82. Children make too little use of computers even to play simple games which familiarise them with the keyboard and mouse. Some use is made of photography as a means of recording children's work and experiences. The photographs help the children recall what they have learned and provide opportunities to get them to talk about their work.
83. In the reception classes the children explore the features of different types of fastenings for shoes. Through firsthand experiences they predict which ones would be the easiest to use. After testing several examples, including Velcro, buckle, laces and elastic, children gave reasons why they would choose Velcro rather than laces or buckles. They also know different footwear is worn for different purposes, such as ballet shoes for dancing. Other learning activities provide children with opportunities to observe similarities and differences in plants and flowers; they know, for example, that all grow from seeds. They name their own body parts correctly and have some knowledge about how they have grown since being a baby. They develop some knowledge about the weather, but are not familiar with the symbols which represent the sun, wind, rain and clouds.
84. Most children are not confident when they use computers. They use a mouse to randomly move objects around the screen, but cannot name parts of the computer. They more confidently operate other equipment found in the classroom, such as tape recorders and listening centres. Throughout the Foundation Stage the children lack the opportunity and initiative to demonstrate an increasing curiosity about the world around them.

Physical development

85. Staff give children in the Foundation Stage opportunities to develop skills of co-ordination. In the nursery the children build models out of interlocking plastic building blocks and find ways to fix them together. However, they demonstrate immature manipulative skills when using play dough and wet sand. They use a limited variety of toys outside to learn how to pedal cars and climb on play equipment. They are not yet aware of the effect of exercise on their bodies but a few do realise that exercise is good for them. They develop confidence when they use apparatus, such as tunnels, tents and steps. They gain skills in throwing and catching a variety of balls and other items of small play equipment.
86. In the reception classes the children slowly build upon what they have learned in the nursery class. However, few know how to hold and control pencils and use scissors successfully and they find difficulty in using spatulas for spreading glue. The children kick balls to one another with increasing accuracy. In indoor physical education lessons they practise and satisfactorily extend the skills they have learned in the nursery. The children develop the use of small apparatus for balancing activities and to extend the range of their movements. The teachers use vocabulary effectively in order to promote children's natural curiosity to travel imaginatively around the hall by walking, crawling and jumping

Creative development

87. Staff give children in the nursery class an acceptable range of creative experiences. Painting is available as one of the activities that the children can choose. Some of the children are inhibited when painting and are reluctant to use bright colours boldly. However, they are keen to explain what they have painted and most correctly name the colours they have used. They sustain interest when using their fingers and hands to draw shapes and make patterns. Opportunities to print and make collages further promote their creativity. Fewer opportunities are provided for imaginative role-play and staff do not talk with children often enough in these situations. Therefore, the children do not develop new ideas or learn how to be imaginative in expressing their ideas, thoughts and feelings.
88. Opportunities for children in the nursery to take part in musical activities are not planned well enough. Too few instruments are readily available for children to spontaneously pick up and play. As a result, they have little knowledge of the names of instruments or how they are used to create sounds. Opportunities to sing a range of traditional songs and nursery rhymes are lacking. In discussions with the children they could not name or sing the introductions to any traditional well-known children's song.
89. In the reception classes, musical opportunities are still limited. They are not effectively planned to promote children's musical talents by linking activities to other areas of learning. However, during assembly, for example, children thoroughly enjoyed the opportunity to listen to a piece of soothing classical music by Beethoven and follow the lead of older pupils and adults when joining in with singing 'Jesus is a Rock'.
90. Visitors to the school play a significant role in enhancing children's creativity. For example, a theatre group presented 'Alice in Numberland' and this stimulated the children's imagination and creative thinking. Teachers further used the activity to develop children's literacy skills through discussion.
91. Children in the reception classes occasionally have opportunities to play with small toys, adapting them to a variety of roles, while others develop their competence in using creative tools including scissors, paint brushes and a variety of mark making instruments. Such opportunities are effective in helping the children to express and communicate their intended ideas, thoughts and feelings as reflected in their work.

ENGLISH

92. Inspection evidence indicates that standards are average in English by the end of Year 2. From a well below average starting point, pupils' achievement is very good by the time they leave the school. There is no marked difference in the attainment of boys and girls. The school has identified gifted and talented pupils in Year 1 and they make very good progress. This is because teachers plan demanding work for these pupils.
93. In the last few years the school has focused strongly on raising standards and this has been very successful. Pupils reach average standards in speaking and listening and writing. Standards in reading are below average. In writing, this is a similar picture to the school's results in the 2002 national tests. Pupils' attainment is lower in reading than that reported in last years' tests. One of the reasons for this is that the school has more Year 2 pupils with special educational needs this year than it had last year. This has affected the reading results more than the writing because the school has focused strongly on the teaching of writing this year.
94. The main strengths are:
- the very effective use of the National Literacy Strategy;
 - leadership and management of the subject are very good;
 - the curriculum and teaching are very good and sometimes teaching is excellent;
 - the teachers give considerable time to teaching speaking and listening;
 - the teachers have very good systems to check and review pupils' work;
 - the classroom support assistants give very effective extra support to pupils.
95. The main areas to develop are:
- the teaching of joined writing;
 - the teachers to give pupils more opportunities to write imaginatively;
 - the pupils to use information and communication technology more often.
96. Leadership and management of the subject are very good. The co-ordinator uses her excellent expertise to give very useful advice and support to staff. She has been pivotal in the very significant improvement in standards and teaching since the time of the previous inspection. Another significant factor is that teachers and support staff keep very careful records of pupils' attainment across the range of their work. Also, teachers very effectively use the information from the records to plan the next step in pupils' learning.
97. Pupils achieve very well in speaking and listening. A significant factor in this is that teachers give pupils many activities in which they discuss their work in pairs and collaborate as friends in English and in other subjects. For example, they work together on a piece of writing and check it together before the teacher marks it. This effective strategy very positively promotes pupils' personal as well as their academic development. Higher attaining pupils use a wide variety of words to express clearly their thoughts and experiences. Also, teachers provide time for drama. For example, they ask pupils to act out a role. This was evident when Year 1 pupils took turns to act out the role of one of the characters in *Goldilocks and the Three Bears*. A pupil asked 'How did you feel when she sat in your chair?' Additionally, teachers invite theatre groups into the school, such as *Gazebo Theatre* and *Theatre Works*, to extend pupils' learning. Pupils listen attentively to adults and to each other.
98. Most pupils' achievement is very good in reading. Teachers implement the National Literacy Strategy very imaginatively and successfully. Teaching is often excellent in Year 1. Therefore, pupils have made rapid progress in this year group. This was very evident in an excellent lesson when the teacher inspired pupils to read very expressively and with superb facial expressions the poems that they had created, such as 'Six vicious vultures circling their prey.' Their classmates watched with close attention as the pupils spoke the words clearly and with obvious enjoyment and pride in their achievements.

99. The teaching of the correct subject vocabulary is very good. Therefore, Year 2 pupils use words accurately, such as *index* and *rhyming couplet*. Higher and average attaining pupils read confidently from a variety of fiction and non-fiction texts. Pupils of all abilities use a range of strategies, such as reading for meaning and initial letter sounds, to tackle the unfamiliar words that they meet. Many of them read with good expression. Another contributory factor is the very good teaching for lower attaining pupils from the specialist reading support teacher. On the other hand, many parents do not help to reinforce the work that their children carry out in school by regularly listening to their children read at home.
100. Pupils make very good progress in writing. This is because teachers plan the work very carefully and have high expectations of the content of pupils' work. Also, the quality of marking and the teaching of basic skills are very good. Teachers give considerable time to developing pupils' written vocabulary. For example, a higher attaining pupil wrote 'The very slithery snake wanted to eat a juicy child' and a lower attaining pupil wrote 'He woke up and made a massive breakfast.' Higher and average attaining Year 2 pupils punctuate sentences accurately and higher attaining pupils use speech marks correctly. Although pupils write in a range of forms, such as poetry, recounts of stories and reports, teachers give pupils few opportunities to create their own imaginative writing. Also, pupils do not join their handwriting, but it is planned to rectify this soon.
101. Pupils with special educational needs make very good progress in relation to their prior attainment because teachers match the work carefully to pupils' needs. Also, the extra help that classroom support assistants give them is very good. This was very evident in a Year 2 lesson. The support assistant questioned pupils effectively, 'What's the wind like on your face?' and had a sensitive and encouraging manner that gave the pupils confidence to learn. Therefore, pupils were keen to offer suggestions for the poem that they created as a group, such as 'Listen to the splashing and crashing waves.' The few pupils who speak English as an additional language make very good progress. For example, a Year 2 pupil who has been in the school for only a few weeks has made rapid progress in speaking, reading and writing. When he worked with a partner he wrote, and read aloud, 'Feel the prickly sand in your hand'.
102. Teaching is very good. A strong feature of the lessons is that teachers have high expectations of pupils' behaviour and they combine this with a friendly yet firm manner. They raise pupils' self-esteem through lots of praise for pupils' efforts and achievement. Therefore, pupils are confident learners and their behaviour is very good. They work together as friends and eagerly do their work concentrating very well. These very good attitudes contribute positively to their learning. Teachers make very good use of pupils' literacy skills in geography and history but not in religious education because they do not ask pupils to record their work in books. Also they do not use information and communication technology enough to support pupils' learning in English or promote pupils' literacy skills. However, the school has been constrained in its use because of repeated thefts of the computers.

MATHEMATICS

103. Inspection evidence indicates that by the end of Year 2 standards are in line with the national average. In the 2002 national tests standards were above average. Standards in the current Year 2 are lower because there are fewer pupils capable of attaining a level higher than that expected for pupils this age. Pupils in the current Year 1 attain well above average standards. By the end of Year 2, pupils achieve very well in relation to schools similar to Whitgreave. Standards have increased dramatically since the last inspection when they were well below the national average. This is because the quality of teaching and learning has improved very significantly. Pupils identified as having special educational needs make very good progress in relation to their prior attainment. This is because teachers give them work carefully matched to their individual needs and they receive a lot of very good help in lessons from the teacher and classroom assistants. Ethnic minority pupils attain similarly to their classmates and pupils who speak English as an additional language make very good progress.
104. Pupils by the end of Year 2 use numbers up to 100 very confidently and have a good understanding of the value of different digits in two- and three-digit numbers. They use this knowledge effectively to solve problems with numbers up to 100 and amounts of money up to one pound. Pupils have a good knowledge and understanding of measuring in centimetres. Pupils confidently identify two- and three-dimensional shapes.
105. The quality of teaching and learning is very good. All lessons are good, very good or excellent. This has a very positive effect on pupils' learning. The teaching has many strengths and no significant weaknesses. Through skilled questioning, teachers ensure that pupils look for patterns in number sequences and seek to establish a rule they can apply to check their answers. For example, in a Year 2 lesson, pupils were quick to recognise a number pattern when they were completing calculations involving doubling and halving numbers up to and beyond 100.
106. Teachers have very high expectations of what they want pupils to achieve in mathematics. This is reflected in the fact that the results of the 2002 national test placed the school in the top 5 per cent of similar schools nationally for pupils who attain a level higher than expected of pupils this age. Some pupils are taught work that is consistently two levels above that expected for their age. In a Year 1 lesson, pupils competently calculated mentally the addition of two three-digit numbers and showed a very good grasp of the benefit of estimating before completing the calculation. All the marking of pupils' work is at least very good and is often excellent. Teachers mark all pupils' work constructively with comments that praise when appropriate and, very importantly, with comments that pupils use to improve their work.
107. A strong feature of all the very successful lessons throughout the school is that teachers manage the different parts of the National Numeracy Strategy successfully. Mental calculation work is completed effectively at the start of the lesson. Teachers give explanations in the introduction and use the end of the lesson successfully to review pupils' understanding of the work. As a result, pupils cover a good deal of work during the main part of the lesson. Pupils get on very well together when they work in pairs or groups. Teachers have very good relationships with the pupils. This underpins their successful management of pupils' behaviour. Pupils' behaviour and attitudes to their work are very good and this makes a positive contribution to their learning. This reflects the school's strong emphasis on pupils' social and moral development.
108. The co-ordinator provides very good leadership. Through rigorous monitoring she has detailed knowledge of how well pupils do in their work and of the quality of teaching. Therefore, she has a clear vision for the continuing development of the subject. Assessment procedures are very good in mathematics and are used to very good effect

to set targets and plan future work. In all lessons, teachers provide pupils with good opportunities for speaking and listening and encourage pupils to use mathematical vocabulary accurately. Classroom displays of mathematics work support this. There are sound links with other subjects, including literacy, science and geography. For example, Year 1 pupils use charts and graphs to record their favourite foods as part of a science lesson. The use of information and communication technology to support pupils' learning in mathematics needs a great deal of development because there have not been any computers in school for most of this school year. The co-ordinator is very well aware of this and has very good plans for its development.

SCIENCE

109. In the 2002 national assessments of pupils at the end of Year 2, standards were below the national average in science. However, the number of pupils achieving the higher levels was average. Inspection findings in 2003 agree with these results but also show that some headway is being made in improving pupils' attainment at the end of Year 2. The standard of work pupils achieve is good when compared with that achieved by pupils in other schools similar to Whitgreave. All boys and girls, including those with special educational needs, achieve well in relation to their prior attainment. They make good progress because they are taught well, have very positive attitudes to learning and behave very well in their lessons.
110. By the end of Year 2, pupils have a satisfactory understanding about the work that they have studied this term. Discussions with groups of pupils show that the language they use to talk about science is limited. Some, more able pupils predict what they think will happen in an investigation. For example, when asked about forces and motion they could suggest factors which may affect the movement of familiar objects, such as a toy car would travel faster down a steep slope. Teachers promote pupils' writing skills effectively because they write their own accounts of what they have learned. Teachers provide some opportunities for pupils to develop their numeracy skills through collecting and recording information using graphs and charts. Opportunities for the use of information and communication technology to support learning have been very limited because there have been no computers in school for most of the year. Teaching always includes more challenge for pupils who are capable of doing harder work.
111. Pupils in Year 2 do not have sufficient opportunities to plan their own work, to think scientifically or to predict what might happen. Good opportunities are provided for the promotion of observational skills, but chances are missed to develop the pupils' key scientific vocabulary, which would help them to explain and record their findings. For example, when talking about electricity they could explain how they had constructed simple circuits using wires, batteries and bulbs, but could not explain what happens if there is a break in the circuit and how this might be caused.
112. Over time, pupils do not gain enough knowledge and understanding of many aspects of the science curriculum. This is because science is included as part of a planned theme and not taught often enough as a discrete subject. Pupils know most about life processes and living things. They competently explain how to plan an experiment because they have been used to following the teacher's directions or watching the teacher perform the investigation. They have a good knowledge and understanding about the features of a fair test and the various factors to be taken into account.
113. The quality of teaching and learning is good. Lessons are well prepared, resourced with suitable apparatus and teachers take care to link lessons to previous learning. Lessons are very well managed. Therefore, pupils' attitudes and behaviour are very good in most lessons. When pupils are interested, as in a Year 1 lesson about healthy eating, they work with intense concentration and this helps their learning. Good use of interesting

learning resources maintains pupils' interest. The teacher's good knowledge and understanding of the subject further inspires and motivates pupils to learn. As a result, the quality of teaching observed was very good and pupils gained very well in their knowledge and understanding of the subject. Higher attaining pupils also achieved well because they were given harder work to complete. In lessons, teachers use extra adults effectively to support the learning of lower achieving pupils and those with special educational needs. However, when teaching is less imaginative, too much reliance is placed on the use of worksheets and pupils are not made to work hard enough. They are not given enough opportunities to write about what they have learned and there are long periods of time between the written accounts of their work. Throughout the school, marking is good and is effective in bringing about improvements in pupils' learning. However, in a few classes teachers do not always take sufficient care to ensure that all work is dated so that progress can be easily tracked.

114. The temporary co-ordinator for science has a good knowledge and understanding of the standards pupils achieve and she is aware of what needs to be done to bring about improvements. The subject has not been a high priority within the school until more recently, but the co-ordinator has evaluated the quality of teachers' planning and assessed pupils' work.
115. Systems to record what pupils know, understand and can do are satisfactory and continue to be implemented more fully. Assessment is effectively used to help set appropriate work. Some teachers use simple question and answer tests to see if pupils have learned what they should at the end of each unit of work, but no pupils yet evaluate their own learning. The school has implemented planning so that all classes are following suitable guidelines, teachers are clearer about which skills need to be taught and in many cases their own knowledge and understanding of the subject is secure.
116. Since the time of the previous inspection there has been satisfactory improvement in raising standards. Inspection evidence indicates that in 2004 teachers' assessments of pupils' attainment will reflect those found nationally.

ART AND DESIGN

117. Inspection evidence indicates that standards are below average by the end of Year 2. This is confirmed by the school's own review of the subject. From a well below average starting point pupils' achievement is satisfactory. There is no marked difference in the attainment of boys and girls. Pupils with special educational needs and the few pupils who speak English as an additional language achieve at the same rate as their classmates.
118. The organisation of the school's timetable meant that only one Year 2 lesson was seen during the inspection. Further evidence comes from pupils' work in sketch books and on display, teachers' lesson planning and discussions with them. Improvement has been satisfactory since the time of the previous inspection.
119. The strengths in the subject are:
 - teachers teach about the work of famous artists effectively;
 - the pupils have very good attitudes to their work;
 - the subject makes a good contribution to pupils' cultural development.
120. The main areas to develop are:
 - the teaching of basic skills;
 - the teachers need to check and review more effectively pupils' attainment so that they match the work accurately to pupils' varying needs;
 - the teachers need to use information and communication technology more often.

121. Through good teaching, pupils' achievement is good in their knowledge and understanding of the work of famous artists. Also, the work makes a positive contribution to pupils' cultural development. These features were evident in a Year 2 lesson when pupils created seaside landscapes. They used magazine pictures in the 'Pop Art' style of David Hockney and dots with felt tip, or paint, in the 'Pointillism' style of George Seurat.
122. Pupils do not achieve as well as they should in practical work. Therefore, standards are below average, for example in drawing and painting. One reason for this is that pupils have gaps in basic skills such as how to use paintbrushes correctly and confidently or how to precisely draw objects that they observe, such as flowers. This is because in the last few years the school has rightly focused on raising standards in English and mathematics and art has not been a priority for development. Also, teachers have not given enough time to the subject until the last few months. Another significant factor is that the checks and reviews that teachers make of pupils' attainment are unsatisfactory. This is because teachers do not make effective use of the information from the checks to plan work that is matched to pupils' varying learning needs and to rectify the gaps in pupils' learning.
123. Teaching is satisfactory. Teachers have high expectations of pupils' behaviour; they are friendly yet firm. As a result, pupils have very good attitudes to the work and their behaviour is very good. They listen very well to adults and to each other. For example, they recalled details about George Seurat that the teacher told them in a previous lesson. They work sensibly and quietly, creating a low hum of purposeful activity in the classroom. Throughout the school, teachers do not make enough use of information and communication technology to support pupils' learning in art.
124. Leadership and management of the subject are satisfactory. The co-ordinator gives useful advice and support to staff, for example on clay work in Year 1. On the other hand, the co-ordinator does not monitor teaching and learning systematically. This is because this year the initiatives that were planned for developing the subject have been curtailed because of staff changes. The school's review of the subject has identified the need to increase teacher confidence and expertise. Therefore, the school has plans for further training for teachers in the next academic year.

DESIGN AND TECHNOLOGY

125. Inspection evidence indicates that standards are below average by the end of Year 2. This is confirmed by the school's own review of the subject. Pupils' achievement is satisfactory. There are no marked differences in the attainment of boys and girls. Pupils with special educational needs and the few pupils who speak English as an additional language achieve at the same rate as their classmates.
126. The organisation of the school's timetable meant that only one Year 1 lesson was seen during the inspection. Further evidence comes from discussions with teachers and pupils, analysis of teachers' lesson planning and pupils' work. Standards in design and technology were not reported on in the last inspection; therefore, it is not possible to make a judgement about improvement since then.
127. The main strengths are:
- the co-ordinator reviews the subject effectively;
 - the pupils now make rapid progress in Year 1;
 - the pupils have very good attitudes to the subject.
128. The main areas to develop are:

- the teachers need to check and review more effectively pupils' skills so that they match the work accurately to pupils' varying needs;
 - the teachers need to use information and communication technology.
129. The headteacher has recently taken over temporary responsibility for the subject. She has carried out an effective review of it. The review showed that pupils were underachieving and standards were below average. This was mainly because pupils had gaps in their previous learning, for example in practical skills such as how to use scissors correctly or join materials in a variety of ways. Also some teachers lacked confidence and expertise in the subject. Teachers have not given enough time to it or taught skills systematically. As a result of the review the subject is now taught in a series of lessons over a period of two weeks each term. Also, the co-ordinator has plans to provide further training for teachers in the next academic year.
130. Pupils' progress is now improving rapidly in Year 1. Teachers organise the work so that pupils plan their designs and review the finished product. This was evident in a very good Year 1 lesson when pupils made sandwiches or fruit salad. The teacher planned the work very carefully and used a wide variety of ingredients. Therefore, the pupils were very interested in the work. Their behaviour, concentration and attitudes to the work were very good. The teacher promoted pupils' literacy skills and personal development very well. For example, one group of pupils worked very co-operatively together in pairs to make sandwiches from the designs and instructions that they had made in a previous lesson. They took turns to read out the instructions while their partner made the sandwich. Also, they helped one another to read the questions that the teacher had prepared to guide them when they reviewed the product. The teacher invited the headteacher to take part in the review of the finished products. This added to the pupils' motivation and enjoyment. At the same time the classroom assistant very effectively carried out similar work with a group of pupils who made a delicious fruit salad. They waited patiently for their turn to chop up the fruit and place it in the salad bowl.
131. Last term the standard of pupils' designs and the products that pupils made were below average, for example for the glove puppets in Year 1 and the vehicles with a fixed axle in Year 2. One of the reasons for this is that teachers have only recently started to check and review pupils' work. Therefore, they are gradually becoming aware of the gaps in pupils' learning. However, they are not yet using effectively the information from the checks to plan work that is pitched at the right level for pupils' varying learning needs and to rectify the gaps in pupils' previous learning. Teachers do not use information and communication technology to support pupils' learning in the subject.

GEOGRAPHY

132. The standards of attainment reached by pupils at the end of Year 2 are in line with national expectations and they achieve very well. Pupils with special educational needs receive very good support and make similar progress, according to ability, to other pupils in their classes. Standards in geography were not reported on in the last inspection report, so no measure of improvement since then can be made.
133. By the end of Year 2, pupils have a secure knowledge of countries and identify some European countries such as France, Spain and Greece, as well as countries that are much further afield like Saint Lucia. The pupils locate these countries on a world map. They produce good quality work about land use in Saint Lucia, especially about their comparison with the rainforest and the capital city Castries. Teachers encourage pupils to use and extend their literacy skills in almost all geography lessons. For example, in their work on rainforests a Year 2 pupil wrote, 'The rainforest has parrots and snakes and lots of rain and it is very hot'. The pupils know about their local area and have compared life in Wolverhampton with that on an imaginary remote Scottish island. One pupil wrote,

'I would miss the cars because in Struay you can't have cars so it would take me a long time to get around'.

134. Teaching and learning are very good. Teachers have very high expectations of what pupils can achieve and so set challenging work. For example, Year 1 pupils produced work of a good standard about their locality. They accurately entered their journey to school on a map. As part of the same work, the teacher's very high expectations were very much in evidence when a pupil wrote, 'This is a block of flats. Lots of people can live in a block of flats. Flats were built to save space'. The teacher's excellent marking ensures that pupils develop their literacy skills in geography at a very fast rate. Another pupil wrote, 'A bungalow is fantastic for old people'. This followed constructive comments from the teacher on how to improve the work. The use of numeracy skills in geography is not so well developed, but is satisfactory. Year 1 pupils produced a bar graph about ideas on how to make the playground safer. This was part of good work about drawing plans, in which pupils developed their skills of measuring accurately.
135. The subject co-ordinator provides good leadership and management of the subject. Its development is clearly laid out in the school improvement plan. The school recognises the need to integrate information and communication technology into the learning opportunities provided in geography for the pupils. The co-ordinator has a good knowledge of standards within the subject, underpinned by good record keeping procedures. Pupils' learning is very much enhanced by visits to places such as Rhyl and this helps pupils' understanding of their work of comparing different places to Wolverhampton. Visitors to the school also help pupils to understand more fully the work that they study. For example, a visitor spoke about her life in the Caribbean as part of the pupils' work on Saint Lucia.

HISTORY

136. The standard of pupils' work is similar to that found in most infant schools. Most pupils make very good progress. Pupils with special educational needs make similar progress to their classmates because of the extra support that staff give them. The organisation of the school's timetable meant that during the inspection it was only possible to see two lessons. Further evidence on teaching and learning comes from teachers' planning, discussion with pupils and staff and pupils' work on display.
137. The main strengths in the subject are the good teaching, pupils' very good attitudes to their work, the range of out of school visits and visitors to the school, which enhance pupils' learning. The subject also makes a good contribution to pupils' spiritual, moral, social and cultural development and it is well managed. The school does not give pupils opportunities independently.
138. Year 2 pupils systematically develop their knowledge and understanding of famous people and events in the past such as Florence Nightingale and the Great Fire of London. Their recorded work shows how they compare the work of nurses in 1900 with today's nurses, and how their uniform has changed over time. Pupils explained why some people are famous. They have a clear understanding that this could be for many reasons; some good and some not. One pupil suggested David Beckham and Saddam Hussein as examples.
139. Most pupils make very good progress in Years 1 and 2. However, their progress varies across the year and between year groups, in terms of the quality and quantity of written work they are expected to produce. Several factors contribute to this variability. Firstly, pupils in same year classes are not always of the same range of ability. Secondly, not all teachers are as confident as some other colleagues in their own knowledge and understanding of the subject. Thirdly, pupils' literacy skills are very poor when they begin

school and, therefore, they have to work very hard to master basic reading and writing skills. Teachers are very good at promoting literacy in history lessons and this is one reason why pupil progress is very good. The subject is brought to life by lively discussion and debate, which reinforces pupils' knowledge and understanding. An excellent example of how this was consolidated was through pupils' personal accounts of a 'Day in Victorian Times', where one pupil used descriptive phrases such as 'huddle for a scrap of warmth around the range'.

140. The quality of teaching is good. In the Year 1 lesson observed the teacher managed pupils' behaviour very well. She was friendly yet had high expectations of their behaviour. For example, she expected pupils to work co-operatively and sensibly without wasting time. She regularly reminded them about what they were expected to achieve in the lesson. On the other hand, not all of the teachers' expectations of what pupils could achieve in recording their work were high enough. This was evident in a Year 2 lesson where a small group of lower attaining pupils were being helped by a learning support assistant. Rather than making them attempt their own writing she recorded their own ideas on their behalf. Consequently, in that lesson, they had no opportunity to develop their basic literacy skills.
141. Throughout the school, the teachers' marking of pupils' work is good. This is because teachers mark the work in great detail and always with a comment that celebrates the pupils' efforts. They clearly point out to pupils how they can improve their work. On occasions, pupils add a response to their teacher's suggestions, showing how much they value and appreciate their guidance.
142. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Teachers cover British history well, including World War II. They give pupils the opportunity to discuss moral issues. For example, they discussed the working conditions in factories in Victorian times. Also, teachers make pupils' learning better through visits to places locally and further afield, such as Rhyl, and through discussions with visitors, drama and role play activities.
143. Leadership and management of the subject are good. The co-ordinator uses her expertise well to give good guidance to staff. The school has effective procedures for the co-ordinator to check and review teaching and learning in order to share good practice and identify areas in which teaching can be improved. The co-ordinator has the ability and commitment to improve the subject further.

INFORMATION AND COMMUNICATION TECHNOLOGY

144. Standards in information and communication technology are well below national expectations. Pupils' achievement is unsatisfactory, as is that progress made by pupils identified as having special educational needs. Ethnic minority pupils attain similarly to their classmates. The reason for the low standards is the long-term disruption to the teaching and learning caused by the theft of the school's computers. They were replaced two weeks before the inspection. There are new security measures in place to protect equipment.
145. As well as the new security measures, the school has very good plans for the development of the subject. It is very well placed to bring about these improvements, exemplified by the good teaching observed during the inspection and the sound curriculum in place. The school gives the subject high priority in its improvement priorities for 2002 - 2005. There is a good overview for its development over the next three years. A new co-ordinator is to be appointed to oversee these important changes. Sound assessment procedures are in place. Teachers have a good awareness of the need to integrate information and communication technology into pupils' learning. A good start

has been made. For example, Year 2 pupils used the Internet to find out information about holiday destinations in the United Kingdom and abroad. This work helped pupils' learning in geography.

146. In a good Year 1 lesson the teacher combined the teaching of basic computer skills and mathematics effectively. During a good introduction the teacher questioned the pupils skilfully so as to ensure that they understood how to collect information to be represented on a pictogram. The higher attaining pupils used their prior learning to identify the axis on the graph. The teacher developed good use of appropriate mathematical language, such as 'least' and 'most'. Pupils used these terms correctly in their interpretations. The teacher had very secure subject knowledge. This meant she gave the pupils clear and accurate instructions on how to use the computer program to produce pictograms. About 25 per cent of pupils were secure in their ability to 'drag' an item using the mouse. About the same percentage formed a circle accurately using a special program. Through good intervention by the classroom assistant and teacher, pupils developed the basic skills of using the mouse correctly. Throughout the lesson the pupils behaved excellently. They worked co-operatively and collaborated very well.

MUSIC

147. Inspection evidence indicates that pupils attain average standards in music by the end of Year 2. Their achievement is good. There are no marked differences between the attainment of boys and girls. The school has no pupils who are gifted and talented in music. The organisation of the school's timetable meant that it was possible to see only one Year 2 lesson and a lesson in singing for the whole school. Further evidence comes from teachers' lesson planning and discussion with them. The improvement has been good since the time of the previous inspection. For example, the school has put in place effective guidance to help teachers with their lesson planning.
148. The main strengths in the subject are:
- the leadership and management of the subject are good;
 - the teachers make learning fun;
 - the pupils attain good standards in singing;
 - the subject makes a good contribution to pupils' social and cultural development.
149. The main area to develop is:
- the teachers' use of information and communication technology.
150. Leadership and management of the subject are good. The headteacher has recently taken over temporary responsibility for the subject. She has brought about some good improvements, for example in the standard of singing and pupils' enjoyment of it. The co-ordinator's review of the subject has identified the need to increase teachers' confidence and competence in teaching instrumental work. This has led to plans for a music workshop for teachers and pupils in the autumn term.
151. In the few lessons seen, teaching and learning were good. Teachers have very good relationships with the pupils; they are friendly yet firm. Also, they make the learning fun. Therefore, pupils are interested in the work, strive to do their best and their behaviour is very good. They listen carefully to the teachers' instructions and wait patiently for their turn to play an instrument. Pupils genuinely enjoy their music making activities. This was evident when the co-ordinator and another member of staff taught singing to the whole school. Pupils and staff sang and performed the actions to *Doctor Knickerbocker* with obvious enjoyment. Pupils sing with clear diction and control of dynamics, pitch and rhythm, for example when they sing *London's Burning* in two parts.

152. Another feature in the lessons is the good teaching of basic skills. This was evident when the teacher used the *Pass The Hat* singing game to extend pupils' knowledge of the names of instruments, such as a cabassa and guiro. She used the checks she made of pupils' work to improve their performance, for example when she showed a pupil how to play the tambourine with greater control and praised him when he did so. Pupils with special educational needs and the few pupils who speak English as an additional language make the same good progress as their classmates. On the other hand, teachers do not use information and communication technology to support pupils' learning in music.
153. The subject makes a good contribution to pupils' personal, social and cultural development. This is because teachers give pupils the opportunity to listen to a wide range of music in assemblies. In lessons, they ask pupils to work together and to take responsibility for their own learning. This was evident when Year 2 pupils worked in pairs to play patterns of long and short or loud and soft sounds on percussion instruments. The activities promote pupils' social skills of co-operation and collaboration as well as their skills in music.

PHYSICAL EDUCATION

154. During the inspection, inspectors observed lessons in dance in Year 1 and games in Year 2. The teachers' planning for the subject ensures that there is good attention to covering all the areas of learning appropriate to pupils of this age. Standards in dance were well above national expectations in Year 1 and in line with national expectations in games in Year 2. Pupils achieve excellently in dance and very well in games. Pupils identified as having special educational needs make very good progress. In dance, girls' performance is better than boys', and boys' performance is better than girls' in games. Most pupils benefit from after-school sports' clubs that help pupils' learning in lessons.
155. The quality of teaching of games is good. Teachers provide a good range of warm-up activities, including stretches and jogging. During a pause for pupils to get their breath back, teachers establish through a question and answer session that pupils know the value of warm-up activities. Pupils also explain clearly the value of exercise and how it affects their bodies. The excellent relationships between teachers and pupils are the basis of the teachers' behaviour management and the result is that pupils behave very well in all lessons. Careful planning and timing keep pupils working throughout the lesson. In response to good teaching, pupils improve their performance by 'keeping their eye on the ball'. This meant they caught the ball more often. By the end of the lesson pupils threw the ball and passed it by foot with a good degree of accuracy and received it under control. Teachers make good use of demonstration to improve pupils' performance. This was very evident in one lesson when a particularly talented boy demonstrated dribbling skills with a football. Following this demonstration, other pupils were highly motivated to emulate him.
156. The quality of teaching in dance is excellent. The cornerstones of the success of the lesson were the excellent relationships between teacher and pupils and her very high expectations of pupils' performance. The excellent relationships were epitomised by all the smiling faces and excellent behaviour throughout the lesson. The lesson began at a very brisk pace with the teacher playing the piano to create the right 'mood' to which pupils were to move. The pupils responded with a very good range of interpretations of the music, emphasising control, poise and balance. The teacher's infectious enthusiasm rubbed off on the pupils who performed enthusiastically and with considerable energy. The work developed to include a whole-class performance of 'Sleeping Beauty', which contained some outstanding individual performances. The teacher coaxed very good performances from the most reluctant learner by excellent use of praise and quick identification of how they could improve. The teacher was an excellent role model,

enthusiastically developing pupils' movements through demonstration. The teacher made excellent use of peer appraisal that led to significant improvements in pupils' performance. The terrific pace continued through to the end when the final performance of a toyshop coming to life was of excellent quality. It was inspirational teaching.

157. The subject co-ordinator leads the subject very well. She is an excellent role model and sets very high standards. Teachers know how well pupils perform and use this information effectively in subsequent lessons. The development of the subject is clearly set out in the school improvement plan. All pupils and teachers dress suitably for physical education lessons and there is due regard for safety. Teachers develop pupils' speaking and listening skills very well in lessons, for example when they appraise their own and their classmates' performances.

RELIGIOUS EDUCATION

158. By the end of Year 2, pupils' attainment is very low when compared with the expectations of the local guidance for the subject. Pupils have inadequate knowledge and understanding of Christianity and the main religions and religious festivals of the world. There are no marked differences between the attainment of boys and girls. Pupils identified as having special educational needs make similar progress to their classmates. The organisation of the school's timetable meant that it was possible to see one lesson in Year 1 during the inspection. Further evidence comes from teachers' lesson planning and discussions with pupils and teachers. Based upon this, the improvement has been unsatisfactory since the time of the previous inspection.
159. From a very low starting point in Year 1, pupils make little progress. This is partly because pupils do not record any of their work. In discussion with a group of pupils in Year 2 they had little idea of what they had learned in their religious education lessons. With considerable prompting they could remember visiting the church and visits by the vicar to demonstrate a wedding ceremony and baptism. One pupil in the group knew that he was a Roman Catholic and another that he belonged to the Church of England, but they did not know that they were both Christians. While vaguely recalling having heard the term Sikhism, they had no further recall of any features of the Sikh religion.
160. Although the school's long-term plans include information about religious education themes, there is little evidence that this is converted into regularly planned lessons. At the time of the inspection religious education did not feature on every class timetable nor were there thorough records of what pupils had been taught in the recent past. As a consequence, the quality of teaching and learning over time is unsatisfactory. In discussion with staff it is evident that their own lack of knowledge and understanding about the subject inhibits their willingness to teach it. They have insufficient factual knowledge to be able to teach about the major world faiths. Planned training is imminent for the subject co-ordinator that will provide a good basis for bringing about improvements.
161. Opportunities are missed to promote pupils' spiritual, moral, social and cultural development through the potentially rich sources of information available in the world faiths. Sikhism and Christianity are the ones the school has selected to study, but Year 2 pupils had no recall of Guru Nanak being the founder of the religion or the significance of the Five K's to a Sikh. Barely could they recall the Bible being a holy book. The only story they could recall from the Bible was that of Noah's Ark.
162. At the time of the inspection, the headteacher was the temporary co-ordinator for the subject. This position is, however, due to be redressed. The school is aware of the need to rigorously monitor and improve the quality of teaching and the range of learning

opportunities provided for the pupils in order to rapidly raise their standards and achievement by the time they leave the school.