

INSPECTION REPORT

WOODFIELD INFANT SCHOOL

Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104300

Headteacher: Miss E Davies

Reporting inspector: Mrs Rowena Onions
18354

Dates of inspection: 23rd –26th June 2003

Inspection number: 246367

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3-7 years
Gender of pupils:	Mixed
School address:	Woodfield Avenue Penn Wolverhampton
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Paul Goddard-Patel
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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	Sarah Mc Dermott	Lay inspector		Pupils' welfare, health and safety Partnership with parents and carers
	Barbara Acheson	Team inspector	The Foundation Stage Art and design Religious education	Quality and range of opportunities for learning
	Jo Cheadle	Team inspector	Science Information and communication technology Physical education Educational inclusion Special educational needs	
	Dr Tom Gorman	Team inspector	English Geography History English as an additional language	Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodfield Infant School is above average size with 281 full time pupils and 70 part time pupils in the attached nursery. It caters for boys and girls between the ages of three and seven. The pupils come from a wide mix of different cultural heritages, with 35 per cent being white British and 49 per cent Asian British. The percentage of pupils who have English as an additional language is very high and has gradually increased over the last few years. The main languages spoken are Punjabi, Urdu and Gujarati, but other European and non-European languages are spoken. Currently, only five per cent of pupils take free school meals, which is well below the national average. Children enter the nursery class with a range of attainment but, overall, it is below average. Twenty-three pupils (eight per cent) have been identified by the school as having a range of special educational needs (mainly mild learning or communication difficulties). This is below the national average. The school's policy following LEA training means that fewer pupils are formally identified as having special educational needs than is the case in most schools. A below average number of pupils have a statement of special educational need. The school is situated in Penn, which is a residential area on the outskirts of Wolverhampton. The school is very popular: as well as drawing from the immediate area, it attracts a significant proportion of its pupils from outside its catchment area.

HOW GOOD THE SCHOOL IS

Woodfield Infants is an effective school in many key areas and gives good value for money. Over their time in the school, pupils, including the very high number with English as an additional language, make very good progress in learning to speak and listen. Pupils very successfully learn how to learn and how to enjoy their learning. This prepares them well for the junior school and many go on to attain very good standards. Pupils with special educational needs and those who are gifted and talented achieve well. The quality of teaching is good overall. Pupils learn to read well and they do well in art and design, design and technology, and religious and physical education. Pupils achieve in only a satisfactory way in writing, mathematics and science because the school has not focused on these subjects of late. The leadership and management of the school have many significant strengths but are satisfactory overall.

What the school does well

- Pupils, including the very high number for whom English is an additional language, make very good progress in gaining above average spoken language. Pupils also achieve well in learning to read and in art and design, design and technology, and in religious and physical education.
- The dedicated leadership of the headteacher ensures that there is a very strong school community in which all can flourish personally. The school provides excellent social and cultural education.
- Pupils like school very much. They learn how to learn, how to work hard and how much fun this can be.
- The overall quality of the teaching in the school is good.
- The school successfully includes all pupils. The provision for pupils with special educational needs and for those with English as an additional language is very good and ensures that these pupils make good progress.

What could be improved

- Standards in writing, mathematics and science.
- The way the school uses the assessment of pupils to raise standards.
- The way responsibility for the leadership and management of subjects is delegated.
- The school's accommodation.

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

How the school has improved since its last inspection

The overall improvement since the last inspection has been satisfactory. The school has improved in a number of ways and all the main issues raised in the last report have been successfully addressed. Standards have risen in reading, art and design and design and technology and in information and communication technology. Pupils with English as an additional language now make better progress. Standards have been maintained in writing and mathematics, but have not kept pace with national improvements. This is in some part due to the increased percentage of pupils with English as an additional language, but standards in these subjects could be better. Pupils' attitudes to learning and their behaviour are further improved as a result of better personal education and care. The good quality of teaching has been maintained. The strong leadership by the headteacher has been sustained in many important aspects, but weaknesses in the development of some subjects means that the overall leadership and management of the school are now only satisfactory.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

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

Key

well above average A
above average B
average C
below average D
well below average E

Children enter the nursery class with a wide range of background and attainment but, overall, because many have below average language skills, their attainments are below average. They achieve well during the nursery and reception years and by the end of the latter, their attainments are average in most aspects of their development. Despite their good achievements, because many have to learn English as an additional language, overall they continue to have below average communication, language and literacy skills at the end of the reception year.

The above table shows that in 2002 standards in reading writing and mathematics were below those in schools with similar uptake of free school meals. This comparison does not, however, take account of the number of pupils with English as an additional language. Evidence shows that, in Years 1 and 2, pupils continue to achieve well in speaking and listening and by the end of Year 2, standards are above average. Current standards in reading are improved and are also above average. Pupils achieve well in learning to read. Over the last three years, standards in writing have remained constant and in 2002 were at the national average. They have not shown the improvement that has been seen nationally. This is in part because there have been an increasing number of pupils entering the school with English as an additional language and in part because the school has not focused on the improvement of writing. Pupils' achievement in writing is satisfactory. The same is true in mathematics because, although pupils achieve well in gaining good computational skills, they are not sufficiently adept at applying their knowledge in a range of situations. Standards in science are average. Many pupils achieve well in science, but the school's curriculum does not allow potentially higher-attaining pupils to reach the standards of which they are capable. Because there is well-thought-out provision, pupils with English as an additional language make very good progress. A few gifted and talented pupils and those with special educational needs achieve well, especially in English and mathematics.

Standards are above average in art and design, design and technology, physical and religious education and in personal, social and health education. Pupils achieve well in these subjects and in a satisfactory way in all others.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils like school very much. They are enthusiastic and work hard. They enjoy learning and try very hard to succeed in all that they do.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in class, around the school and in the playground.
Personal development and relationships	Excellent. Pupils are open and friendly. They display an understanding of the needs of others that is frequently well beyond their years. They take responsibility for their own actions and, when given the opportunity, their own learning.
Attendance	Satisfactory. Rates of attendance are in line with the national average. Rates of unauthorised absence are below average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Good	Good

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

In many significant ways, the teaching in the school is good. Overall the teaching of English, including literacy skills is good. Teachers work hard to very successfully promote pupils' ability to speak and listen. Communication is emphasised in every lesson and pupils learn a wide and varied vocabulary with which to think and talk about their work. Reading is taught well. The teaching of writing is, however, only satisfactory. There is no clear whole school approach to the way writing is taught, particularly the way that pupils are shown how to improve their writing. Pupils with English as an additional language are taught well and are enabled to benefit from the teaching in all lessons. Teachers are enthusiastic in the way in which they teach the pupils and this inspires them. The very effective management of the pupils means that relationships are excellent. As a result, pupils want to please, concentrate very hard and enjoy what they are doing. Pupils gradually learn to organise the way they work and are self-motivated. These skills in knowing how to learn place them in a very strong position for the future. The teaching of computation in mathematics is good, but a lack of development in teaching pupils to use and apply their mathematics means that practice is too variable. Overall, the teaching of mathematics, including numeracy, is satisfactory. Teaching and learning in art and design, design and technology, and religious and physical education are good. Teaching of pupils with special educational needs and those who are gifted and talented is good and, as a result, these pupils learn well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum has significant strengths in the promotion of speaking and listening and reading. Overall, it is broad and well balanced. It is made interesting by the very good use of the local area. There are, however, some weaknesses in the curriculum in mathematics and science.
Provision for pupils with special educational needs	Very good. The provision is very well thought out and managed. Pupils are provided with good support in lessons and very good teaching when they work in small groups outside the classroom. This helps them to make good progress.
Provision for pupils with English as an additional language	Very good. Pupils are helped to learn English as rapidly as possible. In other subjects, pupils are given very good support and teachers successfully ensure that pupils gain as wide a knowledge and range of skills as their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's ethos is such that great value is placed on the personal development of pupils. The education provided to assist pupils to develop socially and culturally is excellent. That to assist them to develop spiritually and morally is very good. The school provides very good personal, social and health education.
How well the school cares for its pupils	Well. The school knows and values each individual and takes very good care of their happiness and welfare. Assessment procedures are satisfactory because they help teachers to plan appropriate work, but they could be used more precisely in order to assist further the raising of attainment.

The school works well with parents. Much of the wealth of information provided is valuable in assisting parents to help their children. There are some minor ways in which this could be further improved. Parents comment very positively about the type of education provided. Most support the school very well, although a small number do not always send their children to school on time.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. There are some very strong aspects of the leadership of the school. The headteacher very effectively ensures that pupils with diverse backgrounds are given a very secure start to their education. Areas that the school has focused on have been developed well. Some key staff have over heavy leadership roles and, as a result, a number of aspects of the pupils' education have not received the attention they need to ensure that pupils achieve equally well in all subjects. Although the school is aware of what needs improvement, action have not always been taken fast enough.
How well the governors fulfil their responsibilities	Well. All statutory duties are met and the governors are very supportive of the school. All are justly proud of its strengths and most are also aware of its relative weaknesses and wish to improve them.
The school's evaluation of its performance	Satisfactory. The school gathers a good amount of information about the way pupils are taught and the standards they attain. Good use has been made of some of the information in identifying areas for improvement. Not all of this information has, however, been fully analysed and exploited in identifying with precision where strengths and weaknesses lie; work to improve the education provided has, therefore, not been as well targeted as it could be.
The strategic use of resources	Good overall. Money is carefully spent in line with the school's current priorities. Principles of best value are understood and applied to both purchases and expenditure. Governors are aware of the need to check that money spent has an impact on standards attained. The school lacks a longer-term financial plan to ensure that thought is given to future financial demands.

Overall, the school is well staffed. There are satisfactory resources overall, but some inadequacies in mathematics and information and communication technology (ICT). The school's accommodation is, however, unsatisfactory, having an impact in particular on the quality of education that can be provided for children in the reception classes and in ICT.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That children like the school • The progress the children make • That children behave well in the school • The quality of the teaching • The approachability of the school • That the school expects children to work hard • The way the school helps children to become mature and responsible • The way the school is led and managed 	<ul style="list-style-type: none"> • Homework • The information they are given about their child's progress • Activities provided outside lessons

The team agrees with the parents' positive views of the school. They consider that parents could be better informed about the homework set. The team also agrees that parents could be better informed

about the standards their child is attaining relative to those expected nationally. The school has a good range of activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery class with a wide range of attainments. For a very high number of them English is an additional language and this affects their attainment in many aspects of their development. Consequently, levels of attainment are below average overall. Over recent years, the percentage of pupils with English as an additional language has gradually increased and this has presented the school with an additional challenge. Very good emphasis is placed on the development of spoken language throughout the school. By the end of the Foundation Stage, children's skills in spoken communication are average and, by the time they are at the end of Year 2, speaking and listening skills are above average. This constitutes very good progress overall and means that pupils have achieved well throughout their time in the school. The development of spoken language is a major strength of the school.
2. In most other aspects of their development, children also achieve well during their time in the nursery and reception classes. Much of this development is related to their language skills so, for example, they learn to use simple mathematical vocabulary and to talk about their lives and their environment. With the exception of writing skills, most children meet the early learning goals (the national goals set for this aged child) by the end of their reception year.
3. Pupils in Years 1 and 2 achieve well in learning to read. Until 2002, standards in reading had been maintained within the school over preceding years, but had not increased as they had nationally. This in part reflected the increased number of pupils entering the school with English as an additional language. The school recognised this drop in comparative standards and identified a need to increase pupils' ability to comprehend what they read. This has been successfully accomplished and standards in 2003 have risen. Most pupils now read using a range of methods of working out new words and are able to talk about what they have read, as well as answer written comprehension questions. Their achievement is good. Standards in writing have shown the same drop but, as the school has not focused upon writing, standards have not risen and pupils have achieved in only a satisfactory way.
4. Standards in mathematics have also shown the same comparative decline. Pupils achieve well in learning to compute. By the end of Year 2, most add and subtract with accuracy both mentally and in written form. Pupils also have secure knowledge of how to measure, for example measuring length in centimetres and weight in grams. They name and describe common two and three-dimensional shapes. Pupils have difficulty, however, in using and applying their mathematical knowledge in different situations and to different problems. This results in standards that are average when compared nationally. This represents satisfactory achievement but it could be better if improvements were made to the way mathematics is taught in some classes. Once again, a lack of whole-school focus on mathematics means that standards have not improved as much as they might.
5. Pupils with special educational needs and those with lower attainments achieve well in all aspects of English and in mathematics. The school uses its knowledge of the pupils and the data it collects well in identifying pupils who need additional help. The support these pupils receive means that they make good progress and a good proportion of them attain the nationally expected level (Level 2) by the time they reach the end of Year 2. The school identifies pupils who are gifted or talented in these subjects and good care is taken to provide these pupils with the level of challenge they need. As a result, they make good progress and achieve well. At the end of Year

2, the standards of attainment of pupils speaking English as an additional language are in line with those pupils who speak English as a first language. These pupils have achieved very well.

6. Standards in science are average and pupils achieve in a satisfactory way. Many pupils achieve well in science, including those of lower and average attainments. The way the curriculum is designed, however, limits the achievement of potentially higher-attaining pupils. Pupils attain average standards in information and communication technology (ICT) and this represents an improvement since the time of the last inspection. Standards in art and design, design and technology, religious and physical education and in personal social and health education are above average and pupils achieve well in these subjects. Standards in other subjects are average and pupils achieve in a satisfactory way.

Pupils' attitudes, values and personal development

7. One of the stated aims of the school is 'to provide a happy and secure learning environment in which all children can experience the joy of learning'. In this, the school is very successful. This achievement results from the wise application of a number of well-thought-out school policies by the senior management team and the staff generally. Pupils' attitudes and behaviour have improved since the time of the last inspection.
8. It is clear from the responses of parents that their children enjoy going to school. Successful links are forged between home and school by teachers and support staff. In class, pupils demonstrate excellent attitudes to learning. These stem from the excellent relationships that prevail between teachers and pupils and from the large measure of good teaching which takes account of the needs of individual pupils. Pupils with different academic capabilities feel valued and appreciated by the staff. They are keen to come to school and settle down to work quickly. Parents recognise that their children are expected to work hard and to achieve their best while at school. They rightly believe that the school's practices are helping their children to become mature and responsible.
9. Pupils with special educational needs have equally good attitudes to their work. They are keen to work with the special needs co-ordinator's group sessions. They are generally very interested in the work they do and enthusiastic to answer questions and share their ideas. Those pupils who find it hard to behave well at all times try really hard to sit still and put their hand up rather than shouting out answers. They want to please their teachers and achieve the targets set for them. In a Year 1 lesson, one pupil alerted the teacher to the fact that she was concentrating and listening well during a class discussion. Pupils with special educational needs are proud of their achievements.
10. Pupils' behaviour in and around the school is very good. This is, in part, a result of the good strategies of classroom management applied by teachers and the very close but kindly supervision exercised by all staff outside class, for example in the playground and at lunchtime. It is also a reflection of the success of the school's approach to fostering personal development, which leads pupils to learn to respect and appreciate each other. Inspectors saw no evidence of bullying or tensions linked to differences between boys and girls or to racial or ethnic distinctions. A very good foundation for such behaviour is established in the nursery and reinforced in reception classes and in subsequent years.
11. In the previous report, it was noted that the quality of relationships between staff and pupils and between pupils themselves was very good. The current team found it to be excellent. Teachers treat pupils with courtesy and respect and pupils learn to do likewise. They have learnt that their opinions and ideas will be respected and they, in turn, respect the views and feelings of others. In conversations with adults, pupils are polite and self confident in asking and answering questions. Insofar as it is appropriate, the school encourages the pupils to exercise a measure of responsibility for their own learning, for example in completing reading assignments outside lessons. They are given opportunities to help with routine tasks in the classroom. Their developing initiative is reflected, for example, in the way pupils question teachers to explore issues further. The very good relationships between teachers and pupils encourage pupils to express themselves freely, to ask questions and to answer them. The class charters, which pupils discuss and agree, are a positive outcome of an approach that seeks to help pupils to become responsible learners and members of the school community.

12. The attendance of the pupils is satisfactory. At the time of the last inspection attendance levels were good, but they have deteriorated in the intervening years and have not continued to keep ahead of the steadily improving national figures. To the school's credit, the levels of unauthorised absence are low because teachers and office staff are careful in reminding parents to let them know why their children have missed school. Authorised absence has improved from last year (2001/02), although pupils still miss a significant amount of schooling for family holidays in term time. The satisfactory attendance of the pupils means most can benefit from the school's sound teaching and supportive care. Most pupils arrive on time in the morning to start the school day promptly and positively. However, a core of parents persistently brings their children late to school. This is unsettling, not only for these children, but also for the teachers and other pupils in the class. Some parents also do not pick up their children on time at the end of the day, which causes the children distress and the extra care that is needed is beyond the call of duty for staff.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching and learning are good throughout the school. There are a number of significant strengths within this. In all classes from nursery to Year 2, the teaching of speaking and listening is very consistent. In all lessons, teachers provide the pupils with very clear models for them to follow. Pupils are given ample opportunity to communicate verbally and there is careful teaching of subject vocabulary. A consistent approach to the teaching of reading, together with the high value that is placed upon success in this, makes teaching and learning of reading good. In an infant school with a very high proportion of pupils with English as an additional language, the success of this teaching is crucial to the ability of pupils to benefit from other teaching and the school's emphasis on this has paid dividends. As a result, pupils are very well placed to benefit from the teaching they will receive in the junior school, where they go on to attain very high standards.
14. Teachers manage pupils very well. Standards of discipline are high. Teachers approach their teaching with an enthusiasm that is communicated to the pupils who, in their turn, are enthusiastic about learning. Pupils enjoy working and concentrate very hard. They find their work fun and want to do more. This has a very notable impact on the quality of their learning and, once again, stands them in very good stead for their future education. Parents at the parents meeting and in their questionnaire responses say that this is, for them, the most important success of the school as it generates children who know how to learn and want to do so.
15. In many lessons, teachers use good methods to promote learning. Basic skills in English and mathematics are well taught. Pupils have, for example, good knowledge of phonics (the link between sounds and letters) and of basic computation. Explanations are clearly made and thus pupils gain knowledge easily, as well as being clear as to what they are being asked to do. There is a good mix of direct teaching and practical activity and the mix is successful in keeping pupils interested in their work. Teachers use ICT to help pupils learn in other subjects, for example using the computer to present their work in English. There are some subjects, however, notably writing and mathematics, where teachers are not all using methods of teaching that have been successfully used in other schools nationally. In writing, for example, some teaching lacks the consistent linking of reading and writing and a methodical approach to teaching pupils how to improve their writing. In mathematics, some teachers are confused between a practical method of teaching mathematics and teaching pupils to use and apply their knowledge. In these aspects, an inconsistency between teachers is evident and this means that the impact of the teaching overall is only satisfactory. There has been a failure to

consistently harness the good teaching skills seen in many lessons into the same whole-school approach that is successful in the teaching of speaking and listening and in reading. Thus, the overall quality of teaching and learning in mathematics and writing is only satisfactory.

16. Teachers plan conscientiously and give good thought to the work they will set for pupils of different levels of attainment in the class. In the main, this planning means that pupils are correctly challenged. In science, however, the way the scheme of work is structured means that teachers do not always plan to extend the knowledge and understanding of the higher-attaining pupils and this put a limit on their learning. The overall quality of teaching and learning in science is satisfactory.
17. Pupils with special educational needs are well taught. The co-ordinator for special needs has very good teaching skills and pupils make consistently good progress in the sessions with her. Her lessons are well planned and resources are plentiful and useful. She uses teaching methods that are very appropriate to the needs of the pupils, recognising their sometimes short attention spans and changing activities regularly to keep them interested. She makes good use of the computer to consolidate learning. In class lessons, teachers provide the same level of care and support at all times, and it is evident that pupils with special needs grow in self-esteem and confidence because of the way that teachers respect and value them. However, in some lessons there is limited account taken of the specific targets that have been set for these pupils in their individual education plans. For example, specific literacy targets for individuals with identified difficulties are not always prioritised during English lessons. Teachers work very well in collaboration with nursery nurses and the work of these members of staff has a very positive effect on pupils' learning and achievement.
18. Throughout the school, pupils with English as an additional language make very good progress in learning English. There are a number of reasons for this. The first is that all staff, not just those who specialise in this field, are alert to the needs of the pupils who speak English as an additional language and adopt their teaching to take account of this. The staff who are qualified to teach pupils with English as an additional language generally work well in partnership with class teachers. The nursery nurses make a strong contribution to pupils' learning in the early years. The availability of skilled support staff, who help to provide teaching in small groups is another factor that ensures that pupils with English as an additional language make progress. Thirdly, pupils' learning is fostered by the procedures adopted by the school to develop pupils' skills of speaking and listening from an early age. All pupils, however, not just those with English as an additional language, benefit from these effective strategies.
19. One of the least consistent aspects of teaching is the way pupils are given knowledge of their own learning and achievements. Although some teachers consistently tell pupils what they will learn in a lesson, why they are learning it and how they will know that they have learned it, this does not happen in every lesson. Where it does occur, pupils are better able to focus their efforts and learning is enhanced. Marking too is inconsistent. Some teachers frequently point out to pupils what they have learned and how they can improve their work. Other marking simply rewards effort and is less effective. A small amount of homework is set, mostly in the form of regular reading at home. This extends the work done in school appropriately.
20. The quality of teaching and learning in other individual subjects is at least satisfactory and is good in art and design, design and technology, religious and physical education and in personal, social and health education.

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

21. The school provides a broad and balanced curriculum in all subjects of the National Curriculum and religious education. This is a similar finding to that of the last inspection. The well-planned curriculum in the Foundation Stage is carefully constructed from the national advice for the Foundation Stage. Throughout the school, good attention has been given to ensuring that all pupils learn in progressive steps that help them to achieve appropriately in all subjects and well in a good number. In particular, very good provision is made for the development of speaking and listening skills, especially for pupils with English as an additional language, and this is a strength of the curriculum. Appropriate emphasis is given to basic skills in literacy and numeracy, but some weaknesses in the provision for writing and the using and applying of mathematics means that the school's provision for literacy and numeracy is only satisfactory overall. Extra-curricular activities support learning well and include residential visits, visits to places of worship and enrichment activities such as 'Woodfield on Sea Day'.
22. All pupils, regardless of the levels from which they start or their special educational needs, have equal access to the whole range of learning opportunities that the school offers. In science, however, the structure of the curriculum means that there is insufficient challenge for potentially higher-attaining pupils. This has a direct impact upon standards attained. There is also inconsistency between classes concerning some aspects of the way the school day is organised in different classes. On occasions, during the inspection week, lessons were too long for the age and maturity of the pupils. This was particularly the case in mathematics. This meant that, although they wished to succeed, some pupils were unable to maintain the levels of concentration required, and the time at the end of the lesson was not used as productively as it might have been. On other occasions, lessons were too short to ensure that pupils were confident about what they had learned and to ensure that they were not left with misconceptions.
23. The curriculum is socially inclusive and ensures equality of access and opportunity for all its pupils, supporting them and effectively taking into account their different social and cultural backgrounds. The school's provision for personal, social and health education is very good. A 'Nurturing Programme' has been implemented which examines the emotions behind behaviour. Through this scheme, pupils come to recognise their self-esteem, realise that they have to make choices in life and that these choices have consequences.
24. The contribution of the community to the pupils' learning is very good and has improved since the last inspection. The pupils are taken on an interesting and diverse range of visits that are appropriate for infant children, are not too far from school and broaden their knowledge of their local surroundings. Some of the most successful trips entail visiting the local shops or taking the Penn Walk. The residential visit to the Kingswood Centre has proved very useful in not only enriching the curriculum for science and geography, but also in introducing the pupils to short stays away from home. Visits from the local fire and police services give the pupils a heightened awareness of people who help them. Pupils also give something back to the Penn community by supporting local charities or singing carols at homes for the elderly.
25. Woodfield Infants has good links with other nearby schools. There are particularly beneficial relationships with the adjacent junior school. The governing bodies work very well together, whether to manage the shared accommodation or to ensure that the learning of the pupils continues in a smooth way from infant to junior stages. The bridging project allows pupils to move on confidently from Year 2 to life and learning in the juniors. A significant number of pupils attend after-school care clubs in the locality. The school keeps up constructive relationships with the staff of this facility and ensures that the pupils are handed over safely at

the end of the day. The recent liaison with a nearby school for children with moderate learning difficulties is proving very successful in teaching the pupils to work with and, understand the needs of, others.

26. The school recognises that it has a responsibility to promote the spiritual, moral, social and cultural development of the children, in addition to academic achievements. The overall quality of the provision for fostering the personal development of the pupils is very good. This is an improvement since the time of the last inspection and is a significant strength. The school is a harmonious community where pupils of different abilities and racial and cultural backgrounds feel respected and cared for.
27. The provision for pupils' spiritual development is very good. Assemblies and daily acts of worship are well-planned occasions when the school community celebrates shared values and experiences. Pupils are given good opportunities for reflection and prayer. The theme of the assemblies in the inspection week was 'Everyone is special', which focused on the uniqueness of each person and the needs of children with disabilities. One of several well-presented assemblies made use of the skills of two pupils in signing to link singing to the assembly theme. Pupils' own ideas are valued and they are given many opportunities to consider the values and beliefs of others, both in the context of assemblies, the religious education syllabus and in lessons on other subjects. They are given opportunities to reflect on who we are and why we are here. For example, in one Year 1 lesson, pupils visited the 'Friendship Garden' when they were thinking about a pupil who had died. They were sensitively encouraged by the teacher to think about differences between tangible attributes such as prettiness and intangible qualities such as kindness and courage.
28. The provision for pupils' moral development is also very good. Pupils are encouraged to think about the reasons underlying the 'rules' that the school and different classes have adopted. For example, one class charter includes the rules 'Be kind', 'Be careful' and 'Listen to each other'. Pupils learn to understand that codes of conduct are helpful in leading us to respect the rights, needs and feelings of others. They are also encouraged to consider the feelings and sensitivities of others, for example by writing about circumstances in which they, themselves, felt valued and 'special'. This helps to provide a basis for the development of moral principles. They learn to take responsibility for their own actions. Pupils are also encouraged to develop a concern for others. They contribute to a number of charities, including one supporting street children in Rumania. Older pupils have opportunities to visit elderly members of the community for carol singing at Christmas time. All pupils benefit from the consistent application by teachers of an approach that rewards good behaviour. This provides good examples of the principles they wish to promote, such as respect for every individual as a unique person, respect for the ways of life and traditions of the different cultures represented in the school and the wider community, and a concern for the peaceful resolution of differences of opinion.
29. The provision for pupils' social development is excellent. The school has been very successful in fostering a sense of community with inclusive values and in promoting racial, religious and other forms of equality. From an early age, pupils are encouraged to share amicably and to play and work well together. They learn to work in pairs and groups to reach agreed solutions or to produce shared work. There is no evidence of racial tension. On the contrary, pupils work and play harmoniously. They share corporate experiences in assemblies, school productions and residential visits. In class, pupils are encouraged to be both independent and interdependent. They treat each other and adults with courtesy and respect. They learn to take responsibility, for example in tidying the classroom or caring for class pets. The inclusion project with pupils from a local school attended by pupils with moderate learning difficulties has had a very positive effect on pupils' attitudes.
30. The provision for pupils' cultural development is excellent. Pupils learn to appreciate their own cultural traditions and to value the diversity and richness of the cultures of others. The development of cultural awareness is fostered through assemblies, through the curriculum and through events and experiences that draw upon the rich cultural resources of the pupils' families and the wider community. For example, the parents of pupils in Year 1 were asked to provide information about birth customs associated with their child's religious or cultural background. Parents' experiences and skills were also drawn upon in the preparation by staff of a multi-cultural recipe book. The assembly programme takes account of different festivals, such as Diwali and Christmas, that have many cultural expressions in song or dance. Occasional visits are made to places of worship associated with different religious traditions. Displays in school emphasise the value of multi-cultural and multi-lingual traditions and there is a range of multi-cultural resources for use in different contexts. In the nursery, bilingual pupils are given the opportunity to use their first language when appropriate. Elements of the curriculum, for example in subjects such as art and design and geography, also foster multi-cultural values. For example, pupils in Year 2 had the opportunity to consider differences and similarities between Wolverhampton and a location in India and they found this to be very interesting.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school has many strengths in the way in which it looks after and cares for its pupils. It is particularly good at introducing young children to the routines of education, so that they find learning fun and feel safe and confident in the school surroundings.
32. Procedures for the welfare and protection of the pupils are very good and have improved since the last inspection. The school has a good range of thorough and regularly reviewed policies to underpin the good practice. The governors take the statutory responsibility for the safety of the children in their care very seriously. The site is safe and secure. Risk assessments are regular and the site manager is quick to remedy any potential hazards. Welfare procedures are good. There is a good number of staff with first aid qualifications and the school nurse is a regular visitor. Pupils with bumps and grazes are very well looked after with practical and sympathetic care. Parents are properly notified where accidents occur.
33. The arrangements for child protection are very good. The headteacher and another senior teacher take expert responsibility for child protection issues. They are well trained and make sure that all teachers are updated on the latest guidelines through staff meetings. Support staff are very vigilant and clear of what they should do should they be suspicious of child abuse. The school is very quick to contact relevant agencies and find appropriate support if any pupil or family is in need.
34. The procedures for monitoring and improving attendance are satisfactory. Class registration is swift and effective. Registers are maintained properly and the school administration officer has thorough and methodical methods to log returns on the computer. The school is now starting to be more direct in reminding parents that holidays in term time are an exception and not the rule. The school is quick to follow up where there are problems concerning regular attendance.
35. The school has very good procedures for monitoring and promoting good behaviour. This is an improvement from the last inspection. The strong systems for developing pupils as responsible individuals with a clear understanding of what is right and wrong underpin the very effective behaviour management. Behaving well is fun because the pupils enjoy collecting the spots for their individual spot charts, being chosen as the 'special person' for the day or receiving a 'happygram' at Friday's assembly. Particularly important is the fact that all staff are consistent in the praise and reward of the pupils. The few pupils who do not find behaving appropriately easy are well supported. These pupils are helped unobtrusively and patiently to understand how to improve, often with the shared support of the parents. There is practically no bullying or other unkind behaviour in the school, because pupils are taught kindness and understanding for others from a very early age. In addition, the vigilance of teachers and support staff means that the school is very quick to nip in the bud any potentially bullying.
36. Personal, social and health education is a major and very effective plank in the support and guidance of the pupils (see paragraphs 119-120). The tracking of personal development is informal yet effective. The end-of-year reports give parents a perceptive overview of how their child has matured. By the end of their time at Woodfield Infants, the pupils are sensible and responsible and are well placed to move on to the junior school.

37. The school has sound procedures for assessing how well pupils are doing. Over the last year, national requirements for checking children's attainment in the reception classes have changed significantly. Systems are not yet fully embedded. Results of previous 'baseline' assessments have been used well to inform teachers about the individual needs of pupils but not to identify targets for their progress. Assessment procedures are in place to track pupils in English and mathematics and to set targets for their attainment at the end of Year 2. There is not yet, however, sufficiently regular reviewing of these targets in order to give teachers a very clear picture of how much progress pupils are making at intervals throughout Years 1 and 2 or to check that individuals are on course to achieve the targets that have been set for them.
38. Teachers regularly set work-related targets for groups of pupils in the class in both English and mathematics. Although this is a good start, not all teachers refer to them sufficiently often for them to have full impact on pupils' learning. The school does not formally share these targets with parents and this reduces parents' ability to help their child progress. The school is not yet setting individual targets for pupils. Thus, although satisfactory because it enables teachers to plan lessons that meet the needs of pupils of different abilities in their class, assessment practices are not yet having the impact on pupils' progress in English and mathematics that they might. In other subjects, teachers undertake and record individual assessments about pupils. This gives a clear picture of the attainment of each at the end of each year. The individual nature of these records, however, makes planning for groups of pupils more time consuming. It is not clear that this practice is having sufficient impact on achievement to warrant the time taken by staff in completing the individual records.
39. High levels of care and support are provided for pupils with special needs. The co-ordinator is very aware of every pupil's individual needs and tracks his or her progress very carefully. She regularly updates the list of those pupils who are giving cause for concern in class and carefully monitors their progress. Because the school is very inclusive of all pupils, the majority receive exactly the right amount of support they need from adults in school. In a few cases, there are pupils who are not officially identified as having special educational needs who could benefit by having specific targets set for them at an earlier point in their development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. As they were at the time of the last inspection, parents are very appreciative of the care and support given to their young children at Woodfield Infants. They particularly like the fact that their children enjoy coming to school and look upon learning as fun. Many parents believe that the teaching is good and that their children are helped to become mature and responsible. The inspection team concurs with these positive views.
41. The quality of information provided to parents is just as good as it was at the time of the last inspection, with some particularly innovative and successful ways to include as many parents as possible in their children's learning. A multipurpose room in the school (known as the sunshine room) is used well as a base for parental workshops. The school works hard to communicate with all parents through newsletters, home visits and the use of their own staff for translation. Parents are kept well up to date with what their children are learning in class via termly topic sheets and meetings to share curriculum information. The annual governors' report and prospectus meet legal requirements but do not do the school justice because they are thin and fail to celebrate the wealth of activities and cultures in the school community.
42. The inspection team agrees with some parents who have concerns that they are not given sufficient information on how their children are progressing in their learning. The usual parent

teacher meeting each term gives parents a good opportunity to see work and to find out how their child is getting on. However the end-of-term reports, although giving a perceptive overview on personal development, are too bland and do not always give parents an unambiguous message on progress in each academic subject of the curriculum or how their performance compares with other children nationally. Some teachers give specific and manageable pointers to parents on how they can help their children improve, such as 'X would benefit from playing number games such as dominoes and snakes and ladders', but this good practice is not universal.

43. A few parents are justifiably not clear about the school's policy on homework and feel that their children are not given enough regular work to complete at home. The inspectors thoroughly endorse the school's aim to involve parents more in sharing and enjoying simple activities at home rather than the setting of more formal homework tasks. However, the inspectors agree that parents need more information about homework so that they can be guided on which of the range of optional activities link appropriately with the current class work.
44. Several parents feel that there are not enough activities for pupils outside lessons. The inspectors find that the school provides a satisfactory range of clubs to extend the breadth of the curriculum and that other outside lesson activities, such as visits and residential experiences, make the total 'out of lesson' provision good. The school is not in a position to provide extended day care and is giving more extra-curricular opportunities than most infant schools.
45. Staff supported by the Ethnic Minority Achievement Grant (EMAG) are actively involved in contact with parents and a pre-nursery group activity that helps to establish a good link between home and school. Pupils benefit from these contacts and feel welcomed and valued. Similarly, parents are kept very well informed about their children's special educational needs. They are invited to attend all meetings and their questions and concerns are dealt with sensitively.
46. The contribution of parents to their children's learning at school and home is good. Parents are very keen to help their children succeed. The attendance at parents' evenings and school productions is very good and shows that parents want to be an effective and supportive part of their children's learning. The school is aware that the involvement of many parents is hampered by a limited knowledge of English. Consequently, it is making good use of bilingual staff to help and encourage these parents. Recently mothers have given Indian cookery demonstrations and fathers have provided good role models as storytellers. The Friends of Woodfield raise welcome funds to boost the quantity of learning resources. The school values the contribution of the parents and has sent out questionnaires to find their views on behaviour management and to pool experiences of different religions for religious education. The impact of the parents' involvement on the work of the school is good and is a definite benefit to their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. Both the leadership and the management of the school are satisfactory overall and thus is not as good as it was at the time of the last inspection. Within this, there are, however, some areas of considerable strength. The management of inclusion is very good. Through the determined leadership of the headteacher, there is an ethos in which all feel valued and an atmosphere of harmony exists. Priorities are clear and meet the aims of the school very well. Pupils' personal development is greatly valued and actively and very successfully promoted. The diverse nature of the school community is very effectively pulled together into a united whole. In these functions, the headteacher has been well supported by the deputy headteacher. The governors and senior management team provide strong and well-informed support for the school's approaches to assisting pupils with English as an

additional language. School funds are used to supplement the staff supported by the Ethnic Minority Achievement Grant to increase the level of assistance given to pupils throughout the school.

48. The special needs co-ordinator leads and manages the provision very well. She is knowledgeable and experienced and organises her teaching and administrative time very effectively. She liaises very well with teachers and learning support assistants to ensure that they are kept well informed about pupils' progress and changing needs. Her support for teachers in creating individual educational programmes ensures that targets are clear, measurable and appropriate. However, while there are regular opportunities to assess pupils' progress towards targets, less time is spent looking at the way that teachers plan these targets into their lessons. Not enough attention is given at present to ensuring that teaching and learning in class are as good as in sessions with the special needs co-ordinator. The governor with responsibility for special needs is well informed and very active in her role. She arranges termly meetings for parents at the school and liaises with Wolverhampton Parent Partnership Service to keep up to date with news and events. She meets with the co-ordinator regularly and has a good knowledge of the special needs work that goes on in school. The provision for pupils who are gifted and talented is well led and these pupils benefit from the thought that is given to their education.
49. There are examples of subjects being well led. Subjects or parts of subjects that have been identified for school improvement, for example speaking and listening and reading, have been thoughtfully and successfully worked on and standards have risen. The leader of the Foundation Stage has worked with colleagues to create a more cohesive approach to the teaching of the curriculum for these young children. Responsibilities are, however, sometimes not well delegated. The subject co-ordinator for mathematics, for example, is also the leader of the Foundation Stage and has not been able to give mathematics the time and attention it has needed. There has been little co-ordination of science over the last year as the post has been held on a temporary basis by a teacher already co-ordinating two other subjects. In addition, the headteacher has, in collaboration with an assistant post holder, co-ordinated English, and this has meant that it has been much more difficult to watch over achievement in other subjects. On occasion, too long is spent in consideration and agreement of how to improve rather than action in doing this. In mathematics, for example, there has been a concern for a year about the use of commercial mathematics books but whole-school action is yet to be agreed. As a result of a combination of all these factors, there has not been sufficiently rapid development in some subjects.
50. The monitoring of the school's work is satisfactory overall. The school has a simple but effective way of recording the data from end-of-year assessments. This has been used to check the progress of groups of pupils, for example those with English as an additional language. The school has, for example, checked that these pupils attain standards in line with others. There is a good amount of checking of the quality of teaching. This is undertaken by the headteacher and, when their subject is a priority for development, by subject co-ordinators. Overall, the monitoring of the school's work has been successful in identifying the next areas for improvement. In mathematics, for example, the co-ordinator has correctly identified the need to improve standards in using and applying mathematics. The information yielded by the data collected and the monitoring of teaching is not, however, being used as well as it could be. Data is not analysed in sufficient detail and, once a weakness is identified, action is not always taken sufficiently quickly and this has an impact on the speed of school improvement. The school development plan, although sound overall, contains both development and maintenance plans and this detracts from its clarity. Action plans contain targets for improvement, but these are not always sufficiently precise to ensure that staff and governors can check that they are having the desired impact on standards. For example, the criteria for success are often given as the number of pupils to attain Level 2 at the end of Year 2. In order to raise standards in the school, there is a need to move these pupils from a mid Level 2 to a top Level 2 or beyond and to identify this as a criteria for success.

51. The governing body fulfils its function well. All statutory duties are met. Governors are hard working and many spend a good deal of time in the school. Their assistance is greatly appreciated by staff and their knowledge of the way the school works is of great value to other governors. As a result of such activities, all governors are knowledgeable about the school and are justly proud of its achievements. Most, although not yet all, governors are also aware of the need to improve standards and are keen that this challenge should be met. The governors have set appropriate performance targets for the headteacher. Targets have also been set for other staff members. In general, these relate appropriately both to the focus for school improvement and individual professional needs.
52. The financial management of the school is good. All funds are well targeted to support the identified focus for school improvement. Over recent years, money has been carefully budgeted to ensure that the reduction in class sizes has been as problem free as possible. Money from specific grants has been used well. Money for the training of teachers in the use of ICT, for example, has resulted in increased teacher knowledge and raised standards in the subject. Although the headteacher and governors have an outline of future spending, there is not yet a long-term financial plan, and this is a weakness. In many ways, the school applies the principles of best value well. There are suitable systems in place for competitive tendering when new projects are planned. Governors seek assurance that money spent has a positive impact on standards. Day-to-day financial management is efficient. The school office is well run and presents a positive first impression of the school. The governors have taken suitable steps to ensure that the recommendations from the school's last financial audit have been acted upon.
53. The school works in a positive way with its staff. It values all adults who work for the school. As a result, the school has Investor in People status. The school has no recruitment problem. All staff move between year groups to give everyone experience throughout the school. The school has a comprehensive staff development policy for all staff which details an effective guidelines for the induction of all new staff. Lunchtime and caretaking staff are fully involved in the work of the school, supporting pupils in developing their social skills and good behaviour.
54. The accommodation remains unsatisfactory as it was at the time of the last inspection. The reception classrooms are cramped and stuffy and not appropriate for creative or physical activities for the youngest children. These pupils have no direct access to an outside area, which impinges on their outdoor learning and independence. Some of the older pupils need to finish their morning lessons early so they can clear up and prepare the room as a dining area, so losing valuable learning time. The toilets, often an overlooked area, have improved since the last inspection. They are bright, cheerful and have attractive mirrors and an imaginative 'fishy' theme. However, it is unsatisfactory that some pupils still have to walk the whole length of the school to be able to go to the toilet. The accommodation available for the teaching of ICT is inadequate. There is nowhere in the school where teachers can easily teach ICT skills to a whole class.
55. The governors are aware of these shortcomings and are working very hard to deal with the issues. Already the school has imaginatively filled in an external alcove to create a role-play area and extra storage space. Plans are in place to provide additional toilet facilities and to move the dining room so that classrooms are not affected by lunch arrangements. The school library has been recently refurbished and re-catalogued. In this development, the school has benefited from helpful advice from the local authority Library Service and from the assistance

of dedicated parents. However, the library was not made use of as a learning resource during the inspection as the school has not yet made a decision about how best to enable pupils to use the resources there, given the limited space available. Outside the accommodation is good. The pupils have use of a large field for recreation and physical education, and an attractive garden corner is a peaceful haven away from boisterous games.

56. Overall, the school is resourced in a satisfactory way. Good resources in art and design, design and technology and music support pupils' learning well. There are areas of inadequacy of resources in mathematics and in ICT. Teaching in the latter is made less effective by the lack of resources for a class of pupils to be taught at the same time, for example a large teaching monitor or interactive white boards (a system by which information stored on computer can be projected on to a large white screen and changed or added to as part of the lesson).

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. **In order to further improve the education provided by the school, the staff and governors should:**

- (1) Raise standards and achievement in writing*, mathematics* and science* by:
- using the information gained from regular assessments to identify more precisely the strengths and weaknesses of year groups, classes, groups of pupils and individuals*;
 - identifying clearly what action will be taken for improvement and the detailed time-scales for this action;
 - reallocating subject responsibilities so that workloads are more equitable and so that the headteacher has sufficient time and opportunity to monitor the overall education provided;
 - ensuring that, through marking and target setting, pupils are shown how to improve their work*.
- (see paragraphs 19, 37, 38, 49, 50, 77, 84, 88)

Additionally, in writing by:

- ensuring that there are clear guidelines for teachers as to how writing will be taught, in particular how the teaching of reading and writing will be linked together.
- (See paragraphs 3,15,72,77)

In mathematics by:

- improving the teaching of using and applying mathematics*;
 - ensuring that all lessons are of a suitable length;
 - improving the resources available*.
- (see paragraphs 4,15,21,22,56,80,82)

In science by:

- ensuring that the curriculum allows potentially higher-attaining pupils to make the progress of which they are capable.
- (see paragraphs 6,16,21,22,85,87)

- (2) Work with the local education authority to improve the school's accommodation, in particular that for the reception age children and for ICT*.
- (see paragraphs 54-55,58,67,69,71,105)

Other issues that should be considered by the school:

- Draw up a plan that shows the likely financial position of the school in the future and the priorities for the spending of funds.
(see paragraphs 52)
- Improve the resources available for the teaching of ICT, ensuring that priority is given to the pupils' ability to see a large screen, whiteboard or monitor in class lessons*.
(see paragraphs 56, 105,106,108)

* These aspects were identified prior to the inspection as in need of development and were included in the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

60

Number of discussions with staff. Governors, other adults and pupils

35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	19	20	15	2	0	0
Percentage	7	32	33	25	3	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 one percentage point.

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)	35	281
Number of full-time pupils known to be eligible for free school meals	N/A	14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	23

English as an additional language

	No of pupils
Number of pupils with English as an additional language	137

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	6.6
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	43	47	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	39	38	40
	Girls	43	44	42
	Total	82	82	82
Percentage of pupils at NC level 2 or above	School	91 (86)	91 (93)	91 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	39	39
	Girls	44	41	43
	Total	82	80	82
Percentage of pupils at NC level 2 or above	School	91 (85)	89 (89)	91 (87)
	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	99	0	0
White – Irish	1	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	10	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	13	0	0
Asian or Asian British – Indian	131	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	13	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	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)	13.6
Number of pupils per qualified teacher	19.2
Average class size	28

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	162.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35
Total number of education support staff	2
Total aggregate hours worked per week	62.5
Number of pupils per FTE adult	17.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.2
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	2002-3
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	£
Total income	608100
Total expenditure	626929
Expenditure per pupil	1786
Balance brought forward from previous year	£61,567
Balance carried forward to next year	£44,028

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	351
Number of questionnaires returned	102

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	54	42	3	0	1
Behaviour in the school is good.	55	41	3	0	1
My child gets the right amount of work to do at home.	35	44	18	2	1
The teaching is good.	69	26	1	0	3
I am kept well informed about how my child is getting on.	48	42	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	27	67	6	0	0
The school expects my child to work hard and achieve his or her best.	54	41	2	1	2
The school works closely with parents.	46	42	8	1	3
The school is well led and managed.	33	62	2	0	3
The school is helping my child become mature and responsible.	65	31	0	0	4
The school provides an interesting range of activities outside lessons.	45	34	12	1	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. Children in the Foundation Stage are taught in four classes. Those in their first year of schooling (three to four year olds) attend part time in the nursery class. Older children, those between four and five, are taught in three reception classes. The reception classrooms are very small and there is no direct access to an outside area for children in these classes. The school has tried to overcome this difficulty by using a room across a corridor as a shared activity space and role-play area. There is a direct impact on the quality of teaching in the reception classes in that all activities are restricted.
59. As at the time of the last inspection, quality of teaching overall is good in the Foundation Stage. It is good or very good in all aspects except in the teaching of early writing skills, where it is only satisfactory, reflecting the position in the teaching of writing in the rest of the school. Teaching is particularly good in the nursery where there is a consistency about the provision, which is in part due to the high quality work of the nursery nurses. There are some elements of less good practice in some reception classes. Planning in these classes is not always clearly focused, for example one lesson attributed to creative development clearly had a personal, social and emotional focus and little or no creative work was planned. Although the children have opportunity to engage in all areas of learning, confusions such as these make it difficult to ensure that there is a good balance in all classes. A good deal of work has gone into developing the Foundation Stage, but such confusions indicate that a degree of lack of teacher knowledge still exists.

Personal, social and emotional development

60. The children enter the nursery with below average personal and social skills. As a result of the well-structured, warm, friendly atmosphere in the class, they settle rapidly, separate easily from their parents or carers each day and are happy and confident at school. There is a wide range of activities to promote sociability. The very good support given by nursery nurses leads to very good relationships and encourages children to be confident in adults' company. Staff in both nursery and reception put great emphasis on promoting children's personal, social and emotional development. Children feel valued because the staff engage in their play, support their interests and converse with them. When taking part in outdoor physical activity children demonstrated confident actions and were beginning to show self-control. They were aware of the boundaries set but were not yet mature enough to abide by these. The nursery nurse was very aware of this and continually worked in a firm but very positive way. As a result, the children have a positive approach to new experiences. They learn about taking turns as they hand out the milk at snack time. The children are developing a good sense of belonging and respond well to the responsibilities of tidying up. Children show increasing independence as they go to the toilet, wash their hands and put on their coats. The very good role models of the staff in the nursery ensure that children develop their self-confidence and are motivated to persist and learn.
61. As they move through the reception year, the children's concentration span increases. They have a positive attitude to work and most use resources independently. Most children form good relationships with adults and are beginning to co-operate with each other when in the role-play area. In one class, the children worked happily together as they discussed the classification of different pets. They displayed a very positive attitude to learning. In another

class, children were quick to identify new friends and happy to give reasons why they were friends, with examples such as 'He finds me when I am lonely' or 'He helped me when I fell over'. All achieve well in this aspect and, by the time they enter Year 1, most are in line to reach the early learning goals in this area.

Communication, language and literacy

62. The teaching of communication, language and literacy is very good in the nursery class and good overall in the reception classes, with some examples of very good teaching. Children enter the nursery with below average communication, language and literacy skills. The staff work hard to promote these skills through talk, encouraging children to use more complex sentences. However, few volunteer more than simple sentences such as 'I want a bike'. Direct teaching is used well by class teachers and support staff. One group of children used a story sack (a book and toys that illustrate the story) to encourage pupils to play different parts and to talk to one another. The majority of children were able to answer questions about characters or events. They were encouraged to express their feelings about situations in which they had been lonely or afraid. Children with English as an additional language are very well supported. The bilingual nursery nurse told a story in Punjabi to two pupils. She skilfully ensured that they did not miss the opportunity to talk with other children and express themselves in English. In another activity, a nursery nurse used well-framed questions to enable children to recognise the initial letter sound of their name. They then created the letter shape with brightly coloured pasta shapes to consolidate their learning.
63. In reception, skills in spoken communication are well promoted. Adults talk well with children and are careful to help them extend their vocabulary. Teachers use skilful questioning to improve the children's thinking and reasoning skills, as well as their speaking and listening. Children sustain attentive listening and respond, with support, to what they have heard. Two children worked in a very collaborative way to perform a puppet show, recounting the story of Red Riding Hood using the puppets as the characters in the story. The teacher joined in their play providing an effective example, interacting in a way that supported the children's learning very well. At the end of the reception year, most children can hear and say initial letter sounds in words. A significant number are not yet sure, however, of how to write down these sounds. The same number of children do not yet correctly form letters. The more able can spell simple three-letter words and can read some of the more complex words in their reading books. Analysis of work in children's books shows that, whilst speaking and listening skills are good, standards in writing are below the expected standards. Although achievement from a low base is good across the Foundation Stage, most children are not in line to achieve the early learning goals for this area of learning before they enter Year 1 and thus their attainment is below average.

Mathematical development

64. Mathematical development is taught well in the nursery class. Mathematics is taught in a number of contexts. Children are given jigsaws and opportunities to help them consolidate and extend their knowledge and understanding. They develop positive attitudes to number as they take delight in sorting the toy farm animals into barns and fields in ways they have chosen themselves. Very good interaction by the nursery nurse helps children to consolidate their sorting and their concept of number as the children count the number of animals in each field.

65. Teaching of mathematical development in reception classes is variable with some good and very good practice but with some elements of only satisfactory practice. As in all areas of learning, activities are extremely restricted by the very small size of the reception classrooms. Where teaching is very good, clear learning objectives are set and reinforced through reminders of the previous day's learning. Previous plans are well annotated with assessment notes, and a good range of adult-directed, adult-supported and child-initiated activities support children's learning, for example in learning about 'one more' or 'one less'. Where teaching is satisfactory, the pace of sessions is slow and work is not sufficiently challenging for higher-attaining children. In these lessons, the chosen activity does not always help children to gain mathematical concepts quickly. Analysis of work shows that, over the Foundation Stage as a whole, children achieve well in their mathematical development, but that progress is more consistent in the nursery class. Most children are in line to reach the early learning goals in this area by the time they enter Year 1.

Knowledge and understanding of the world

66. The teaching of knowledge and understanding of the world is very good in the nursery with some excellent teaching. Learning is enriched by first-hand experience. In a very well-planned lesson on snails, the teacher's very good questioning skills drew children's attention to a closer observation of snail trails on black paper. The children noticed that the slug was different from a snail, but only one child, prompted by the teacher, could say that it had no shell. A very good opportunity was taken by the teacher to demonstrate the respect that is needed for all living creatures. As a result, all of the children in the group were full of delight and amazement throughout the activity, handling the snails in a very mature, sensitive way. In another activity, the teacher provided children with an excellent opportunity to handle, explore and investigate the shape, feel and structure of a fish. Very good direct teaching combined with well-framed questions extended the children's knowledge, understanding and vocabulary. When the children came to draw the fish with white crayon on black paper, the very good quality of their drawings reflected the excellent understanding that had resulted. There are good opportunities for children to practise their skills in ICT as they use computers to draw and to play games.
67. In reception, the quality of teaching is good overall but there is a wide variation in its quality, with some very good and some satisfactory teaching. Where teaching is very good, clear learning objectives shared with the children, together with clear instruction and a demand for high standards, ensure that most of the children learn very well. As a result of one such lesson, children were able to classify pets in different ways. This learning built very successfully on the first-hand experience gained in previous lessons. In another lesson, the use of a candle to give a sense of spirituality provided an effective learning experience about prayer. The children talked in pairs whilst the teacher and nursery nurse encouraged, supported and extended their learning effectively. As a result, all children concentrated well and displayed due reverence and respect. Restrictions caused by lack of space mean, however, that children cannot learn through exploration and play as much as staff would like. Computer skills are well taught with good attention to basic keyboard skills. Most of the children will attain the early learning goals in this area of learning by the end of the reception year.

Physical development

68. The teaching of physical skills is very good in the nursery with some excellent teaching. Children ride their tricycles very well, controlling their speed, direction and the way in which they stop with great dexterity. The nursery nurses clearly demonstrate how to play as the

children pretend to be customers at the garage. Children are given very good opportunity to co-operate with each other as they skilfully push and pull various trolleys, some carrying other children and some loaded with a toy pushchair. They use the large apparatus well, sliding, climbing and using the horizontal bars confidently.

69. The teaching of physical skills in reception is good overall but, as in other areas of learning, there are some elements of less good practice. This occurs where there is a lack of understanding of the guidance for the Foundation Stage, leading to some confusion about the focus of a lesson. A lesson planned as physical development focused on clapping rhythms as children took part in traditional singing, and action games gave children a good opportunity to sing simple songs from memory and move rhythmically, but was more creative than physical development. Another activity planned as physical development lacked any interest for the children as they cut along lines on a photocopied sheet. However, the sturdy, brightly coloured fixed apparatus outside gives children a good opportunity to climb up ropes, travel over rope bridges, hang from bars and view the world from another perspective. Good teaching gave the children the challenge to try something that they had not done before. Children steer wheeled toys confidently round a track at speed. Skilful steering enables them to avoid each other by moving backwards. Children are given plenty of time to explore, experiment and refine movements within a safe environment and this enables them to not only reach the early learning goals for this area of learning but to exceed them. Children could, however, achieve even better if they had more frequent access to free choice physical activities. The present accommodation prevents this.

Creative development

70. Teaching of this area of learning is very good in the nursery. Teachers plan extensive experiences for the children and together with nursery nurses provide very good support and encouragement to succeed. Children are given a rich variety of different textures as they make a collage to decorate the fish that they have drawn from first-hand observation. They also make snails out of clay. Staff interact positively as they encourage children in imaginative play both in and out of doors. Children are given very good opportunities to join in singing games with actions and to use musical instruments.
71. Teaching in reception is good overall with some very good practice but the size of the reception accommodation severely restricts the scope of what can be planned, with play activities such as sand squashed into a corner. However, children successfully use different materials which overlap and fit into spaces as they create collages. They use ICT programs to draw pictures and show that they can use paint with a good degree of control. The small size of the role-play area restricts how many children can use it at a time, so nursery nurses are timetabled to take children outside or into the small additional room to play in the model boat or 'fish' for crabs in the 'rock pools'. Children can sing simple songs from memory and try very hard when learning a new song. They sing tunefully and join in with enthusiasm when performing to other classes. By the end of the reception year, children will have reached the early learning goals in this area of learning.

ENGLISH

72. Standards in reading, listening and speaking are above the national average. This represents an improvement since the last inspection when standards were judged to be in line with the national average. However, the standard of pupils' writing at the end of Year 2 is currently average. This pattern of attainment is mainly a consequence of the emphasis that the school has given to the teaching of speaking and listening over several years and to the more recent emphasis that has been given to the teaching of reading. The teaching of writing has been given less emphasis and there are some shortcomings in writing assessment and its use in

improving pupils' achievement. Nevertheless, pupils make good progress in acquiring English throughout the school and those who speak English as an additional language make very good progress, taking into account their initial attainment. Pupils with special educational needs also make good progress. This results primarily from good teaching and support that is adapted to the learning needs of individuals and groups of pupils.

73. By the end of Year 2, pupils' listening and speaking skills are relatively well developed. This is a result of the consistent emphasis given to this aspect of English in successive years. Throughout the school, teachers provide very good role models for expressive reading and talking. One inspector noted, after a lunchtime conversation with pupils, 'The pupils are delightful! They chat with animation. They are polite and interested and listen carefully to questions.' Characteristically, in class situations and outside, the pupils were observed to listen carefully to their teachers and to each other and to respond appropriately and with enthusiasm to questions asked. Staff appreciate the educational value of play that allows pupils to interact in different settings in different roles. In the room set aside for the purpose, pupils are encouraged to assume different roles under the effective supervision of a nursery nurse. The encouragement to enjoy role-play is also extended into the playground. In each year, pupils have been given opportunities to take part in school productions. As a result of the varied experiences that pupils enjoy that involve speaking in a variety of contexts to different audiences, they become proficient in this area of language development
74. In Years 1 and 2, the main medium for reinforcing the initial reading skills that have been developed in the nursery and reception classes is the school reading scheme. Pupils are encouraged to take books home and a record is kept of what is read. In this context, the assistance given by parents and others at home has a very positive effect on standards of reading. Many parents also encourage their children to read more widely. Another reason for the good progress made by pupils in reading relates to the focused teaching that is given to pupils who need to reinforce basic reading skills or to extend their skills, particularly more complex reading comprehension.
75. In Years 1 and 2, the literacy skills required for letter and word formation that have been successfully acquired in the early years are effectively developed. In Year 1 pupils are given many opportunities to write sentences and short texts related to imaginative experiences or events, as well as a range of writing associated with topics dealt with in different subject areas. Pupils are also given some opportunities to write about what they have read. Some teachers employed an imaginative range of strategies in encouraging pupils to write. For example, in a Year 1 class, pupils wrote a poem after listening to music and to other verses linked to the general theme of the sea and the seaside. They were provided with good support for writing and effective supervision addressed to the needs of groups of different levels of attainment. Higher-attaining pupils made use of word lists and wordbooks. Pupils who needed more support drew information from the annotated illustrations on display and from boxes of shells that they could touch; they were skilfully assisted by one of the English as an additional language specialists. By the end of Year 1, most pupils can write sentences punctuated by full stops and capital letters.
76. In Year 2, the variety of writing that pupils are asked to complete increases. Story plans are made use of to help pupils structure what they write. Over the year, pupils produced a variety of creative writing, instructional writing, descriptive writing and occasionally verse. Classes were observed in which writing was based on what pupils had read. For example, they were asked to prepare a 'mini-beast encyclopaedia', and in a well-planned lesson pupils produced a

simple flow chart to depict the lifecycle of a butterfly. In most classes, an attempt was made to give groups of pupils work that was appropriate to their level of attainment. For example, six higher-attaining pupils were asked to extract information relevant to a topic using computerised text.

77. The main shortcoming in the teaching of writing relates to the fact that assessment is not systematically focused on the specific needs of individual pupils, so as to indicate precisely what they need to do to improve their writing with respect to the criteria applied in national assessment. This is more evidently the case in Year 2 when the range of writing that pupils undertake widens. A second shortcoming is that the English policy and scheme of work provides teachers with limited guidance about the teaching and assessment of writing and subsidiary skills such as handwriting. Nor does it embody an integrated approach to the teaching of reading and writing. The development of the policy and scheme of work was already identified in the school development plan for 2003/2004.
78. Overall, the quality of teaching and learning in English is good. Teachers are very good at managing their classes and the quality of the relationships between teachers and pupils encourages pupils to communicate freely and respond enthusiastically to the tasks they are given in English lessons. The overall leadership and management of English are satisfactory. There has been good management of the improvement in reading and of speaking and listening skills. It is necessary to extend this work to the whole English curriculum.

MATHEMATICS

79. As at the time of the last inspection, standards in mathematics at the end of Year 2 are average. Although percentages of pupils reaching the expected level (Level 2) and above have remained the same over the last four years, they have not increased in the way that they have nationally.
80. Pupils learn to compute well. Year 2 pupils can add and subtract numbers to 20, with the higher attaining using numbers to 100. Pupils begin to multiply and divide by small numbers. They achieve well in gaining a good mathematical vocabulary, reflecting a recent subject development focus. Pupils measure accurately, for example measuring lines in centimetres and weighing objects in grams. They tell the time, the majority to $\frac{1}{4}$ and $\frac{1}{2}$ hours and the higher attaining to five-minute intervals. The subject co-ordinator has rightly identified that pupils are not as successful when asked to apply their mathematical knowledge in different contexts. This is, in some part, due to a lack of consistency in the way that mathematics is taught, with some teachers identifying the using and applying of mathematics separately in 'practical mathematics' lessons, instead of treating it as a thread running through all their mathematics teaching. The relative weakness in pupils' achievement in this aspect of mathematics is reflected in the standards they attain in the end of Year 2 assessments and means that pupils achieve in only a satisfactory way overall.
81. Pupils with special educational needs and other potentially lower-attaining pupils achieve well. Good additional support and teaching is successful in raising standards amongst this group and most attain the expected level (level 2). A small number of high-attaining pupils (including a few who are gifted and talented) do well because teachers are very aware of their individual needs and take care to challenge them properly.
82. The overall quality of teaching and learning in mathematics is satisfactory. As in other subjects, there are significant strengths in aspects such as pupil management that ensure that pupils work hard and want to succeed. Good emphasis is given to the teaching of number as well as a balance of other types of mathematics. There is, however, considerable variability in the quality of teaching and learning. During the inspection week, lessons varied in quality from an excellent lesson to a small number of unsatisfactory lessons. The methods of teaching

vary, with some teachers using workbooks from a commercial scheme more than others. The use of these workbooks, although giving suitable practice in computation, tends to inhibit pupils' ability to use and apply their mathematics. In addition, the money spent on these books has reduced the amount available for other resources and a lack of these is evident in some lessons.

83. In the best lessons, teachers challenge pupils to think and talk mathematically, to use and describe different ways of calculating and to enjoy playing with numbers. Some difficult concepts, for example that the largest number of a group of numbers can be called the first in a line that goes from largest to smallest, are very clearly taught so that pupils begin to understand the difference between cardinal numbers (1,2,3,4...) and ordinal ones (1st, 2nd, 3rd...). In a lesson such as this, the teacher's very secure subject knowledge is evident. Some use is made of ICT in mathematics lessons, for example in displaying data or practising computation. This is not yet, however, fully planned into the curriculum. Similarly, mathematics is sometimes used in other subjects, for example in a science lesson when pupils categorised different types of plant using a Carroll diagram. The use of mathematics in other subjects is not yet, however, systematically linked to what is being taught in mathematics.
84. The mathematics co-ordinator has a very clear understanding of the strengths and weaknesses in the way mathematics is taught in school. Before the inspection, she had identified aspects such as the teaching of mathematical language, the weakness in using and applying mathematics and the use of the commercial scheme as matters needing review and improvement. She has good plans for subject development. She has already successfully assisted teachers to improve their teaching of mathematical language. Other improvements have, however, been too slow, in part because the co-ordinator has a very heavy load in also leading the Foundation Stage in the school, and in part because mathematics has not been a recent priority for development. Although the school has a good amount of data collected about pupil attainment, more use could be made of the information it contains. Thus, despite very good vision and capacity to succeed on the part of the co-ordinator, the current impact of leadership and management on standards is only satisfactory.

SCIENCE

85. In 2002, teachers assessed 91 per cent of the Year 2 pupils to be attaining Level 2 in science, which was in line with the national average. Twenty-one per cent of pupils were assessed as attaining Level 3, which was also in line with the national average at this age. Inspection findings are that pupils attain average standards in science but, while overall achievement is satisfactory because many lower and average attainers do well, some of the higher-attaining pupils do not reach their full potential. This is because pupils are taught and assessed on the programme of study that is appropriate to their age and within their level of expected attainment, but not enough attention is given to what they already know and can do and they are not always provided with challenges to extend their skills to a higher level. More pupils have the potential to attain Level 3 than the school's assessments suggest.
86. Pupils are very enthusiastic about their work and Year 2 pupils showed great enthusiasm for the visit they made to a local environmental centre where plants and animals and their environments had been studied. They demonstrated an above average knowledge of the names of many plants, animals and insects. They predicted what they might find in a specific habitat and were generally accurate. They know that a maggot will turn into a fly, that a fox is nocturnal, the definitions of 'predator' and 'prey' and why some insects and animals are camouflaged. Through good discussions about science themes, they develop their knowledge

of specific vocabulary and speaking and listening skills. In an excellent English lesson in Year 2, pupils were encouraged to pose their own questions and in doing so demonstrated their good level of understanding in science and thirst to learn more. One pupil asked, 'What would happen if the butterfly tried to fly with wet wings?' Another pupil replied, 'It would be like trying to make a wet paper aeroplane fly'. The good links made between subjects makes learning very meaningful to pupils and encourages them to make very good progress in literacy skills and scientific knowledge.

87. While teaching was generally of good quality in lessons observed, samples of previous work show that there is not always a careful match to pupils' prior attainment levels and that all pupils carry out tasks of the same level of difficulty. Teaching and learning overall are therefore satisfactory. In lessons, while activities are interesting and pupils concentrate well and thoroughly enjoy their work, there are missed opportunities to extend the scientific skills of higher-attaining pupils by encouraging them to think that little bit harder. For example, when pupils were asked to predict what they might find in samples of turf, they did so with confidence, but there was no further challenge for the higher-attaining pupils to explain why they may have found a worm in one sample and not in another. In a good lesson in Year 1, pupils worked industriously and with enjoyment to group materials according to various criteria. They developed their language skills while they worked, describing the characteristics of a range of materials and deciding on a criterion for sorting them into groups. Pupils who did not speak English as their home language were well supported by a specialist teacher during this session.
88. The overall impact of current leadership and management is unsatisfactory. The co-ordinator for science has been working in a 'caretaker' role for the past year. She has other subjects to oversee and is also temporarily responsible for the co-ordination of Year 1. She is aware that, while resources have been managed and maintained appropriately, limited development has taken place recently, and there have been few whole-school improvements to the provision for science or the standards attained. Her main priority has been appropriately established as reviewing the programme of study, which is currently based on national guidance documents, to ensure that learning opportunities encourage all pupils to develop scientific skills and knowledge progressively and systematically in order to attain the best standards possible.

ART AND DESIGN

89. Standards by the end of Year 2 are higher than at the time of the last inspection in all aspects of art and design. They are now above average Pupils now have good opportunities to record from direct observation and to work on two and three-dimensional projects in differing scales. There is evident progression year on year.
90. The sketchbooks of pupils in Year 2 show that they are developing their observational skills well and extending their imaginative powers. They are beginning to develop a mastery of a range of tools, media and processes. They have drawn bottles in the style of Magritte and used oil pastels in the style of Monet. In a very good observational drawing of a leaf, a higher-achieving pupil has achieved an exact colour match to the half of the leaf in her book. The fine detail is very well observed, displaying very good control and concentration. Work at the beginning of books is immature and shows a poor control over the materials used, but pupils achieve well and their skills, knowledge and understanding increase. Pupils have used their imagination as they designed cards and fancy biscuits and they show a good understanding of design and of a variety of materials. When designing a three-dimensional mini-beast, pupils discuss the appropriate materials they would use and the type of background that would create

a natural looking scene. In a good link with mathematics, pupils were using ICT as a tool to produce symmetrical mini-beasts.

91. The quality of teaching and learning is good overall with some very good teaching. Lessons are very well planned and tasks are matched well to the needs of all pupils. Real artefacts and good quality materials are used to great effect to excite the pupils' imagination. This results in work of a high standard. Teachers and nursery nurses are skilful at posing well-framed questions to prompt pupils to observe more closely. Very clear instructions and good direct teaching help pupils to improve techniques such as how to hold and use a brush. Teachers have a very positive attitude to pupils and this gives them confidence.
92. Both the leadership and the management of this subject are good. The co-ordinator is very enthusiastic and has a good knowledge and understanding of her subject. She works well with the other members of staff, working with each teacher to plan and implement a good scheme of work. The feedback that follows is used well to review and improve practice.

DESIGN AND TECHNOLOGY

93. Standards in design and technology have improved since the time of the last inspection and are now above average. Pupils achieve well. Well-structured teaching means that pupils are very clear about the steps needed to design and make a product. When designing and making a model car, for example, pupils try out different methods of construction. They design cars to make from Lego and from reclaimed materials. Good teacher input shows them different ways of making their car move and pupils are able to choose between them, giving their reasons. They design, describing the materials and equipment they need and they make their products carefully. Pupils are, for instance, able to explain what type of glue they use for different purposes and cut and join materials efficiently. When their product is finished, they are able to evaluate it, saying for example, 'I needed to use a smaller box for the body of my car because the size made it more difficult to keep the wheels on'.
94. Only a very small number of lessons in design and technology were observed during the inspection. However, together with the quality of work produced and the understanding of the pupils, these show that the impact of teaching on pupils' learning and achievement is good. Pupils' enjoyment of the work is very clear and, because of this, their attention and concentration are very good. The subject co-ordinator has successfully ensured that teachers give pupils opportunity to experience working with textiles and food as well as resistant materials (for example, card, wood, and plastic). Work samples show that there is a consistency to the teaching. This means that pupils have repeated opportunities to work through a complete design and make process. Through this, their learning is successfully promoted and consolidated.
95. The subject is well led. The co-ordinator has successfully ensured that staff are confident in their approach. The gathering of samples of pupils' work means that the co-ordinator has been able to monitor work and ensure that standards are maintained and improved.

GEOGRAPHY

96. There was no opportunity to observe geography lessons during the inspection, except for a short session linked to an English activity. However, on the basis of discussions with pupils and the scrutiny of work written and on display, overall standards in geography are average. This represents a change from the previous inspection when standards were judged to be above this. The reason for this is, while pupils in Year 1 make good progress in the acquisition of geographical skills, achievement in Year 2 is only satisfactory. In both years, pupils have a good knowledge of aspects of their local environment.

97. A good foundation for the development of geographical enquiry and skills is established in the early years. It is evident that pupils had very much enjoyed making a visit to Cosford Grange Farm and teachers had used this opportunity to introduce them to simple ideas of how places can be located on a map. In Year 1, pupils can show on a simple route map how they get to school. They had the opportunity to visit a local library and know how to label locations on a route map of the area. They have been taught to pay attention to differences between new buildings and old buildings and to observe relevant information, such as the different types of housing they lived in. Pupils know how to make simple plans, to represent locations in different scales and how to apply rudimentary fieldwork skills in recording information on a local area map. Pupils are able to use simple geographical terms well.
98. Pupils in Year 2 can use secondary sources of information such as atlases to identify where places are, and they have learnt to use a wider range of geographical terms and directional vocabulary than younger pupils, but their knowledge of where places are is not well developed. For example, some had difficulty in locating Scotland on a map of the British Isles or India on a world map. They have completed worksheets that involved simple map reading and map work using a grid. Their written work shows that they had made good progress in knowing how to compare different places in terms of geographical features. For example, they described differences between Penn and Pattingham and could express preferences between the two places. Higher-attaining pupils were able to make sensible comparisons between a familiar location and an unfamiliar location in India.
99. Overall, the quality of teaching and learning in the subject is satisfactory. Teachers in Year 1 in particular make good use of displays in class to reinforce what is learnt, for example in a route map of the walk around Penn. Pupils' knowledge of places further afield was supplemented by an interesting display of the travels of Barnaby Bear. Good use is made of aerial photographs to provide them with a wider perspective of the geographical context of the school and the surrounding area. Good use was also made of a visit to the Botanical Gardens in Birmingham, both to reinforce map-making skills and to support the development of literacy skills through the preparation of a brochure. Pupils work very well together. In the lesson observed in Year 1, pupils working in pairs drew a pictorial map showing places in a story. They collaborated very well together and took evident pride in completing their work quickly and neatly. Two pairs of pupils devised a simple key and relevant symbols, while most labelled places on the map or represented these with simple pictures.
100. Leadership and management are satisfactory. The co-ordinator is well informed about curriculum coverage in the school. Her influence as a subject leader is apparent in the consistency of standards across classes in Year 1. However, this consistency is not apparent in the work scrutinised in Year 2. It was noted in the last report that the monitoring of standards of teaching and learning in geography was a priority. This is scheduled to take place in connection with a forthcoming subject review, but provision needs to be made for routine monitoring in order to ensure the more systematic development of geographical enquiry and skills.

HISTORY

101. Standards in history are average at the end of Year 2 as they were at the time of the previous inspection. Pupils gradually develop a sense of chronology, often through thinking about their own lives and that of their families. They begin to understand about now and long ago, although many have not yet developed the concepts to understand the time scale of the events they are talking about. For example, even higher-attaining pupils in Year 2 thought that the Vikings lived between 50 and 150 years ago.

102. In Year 1, pupils learn to sequence objects in relation to their relative age, beginning with toys and moving on to more complex aspects such as methods of transportation. In Year 2, pupils had completed worksheets that questioned whether various household implements were associated with Victorian or modern times. The majority of pupils have a clearer grasp of some of the differences between the Victorian era and their own. This awareness had been effectively reinforced by displays, such as the wall display relating to the 90th anniversary of the foundation of the school. It is also fostered by visits to places such as Acton Scott Museum and Weston Park. The value of imaginative teaching and historical representation is indicated by the fact that pupils in Year 2 have an enduring memory of the headteacher dressed in Edwardian costume inspecting the cleanliness of their hands while enacting the part of 'The Ghost of Woodfield'!
103. Taking into account all the evidence obtained, the quality of teaching and learning in history was judged to be satisfactory. Historical vocabulary is systematically and effectively developed. In the most effective lessons, teachers use an array of different types of information to assist pupils gain historical knowledge and concepts. In one lesson, the teacher gave a stimulating presentation of evidence, which the pupils were able to draw upon in reaching their conclusions. This included a video, an informative display, photographs and pictures. Good questioning helped the pupils to think about similarities and difference between past and present practices. The resultant learning was good. Lessons that are over-dependent on worksheets are less effective. On occasion, pupils are not correctly challenged because the aspects of history to be taught and learned are not sufficiently well defined to ensure that pupils are learning new skills. More regular monitoring would help to ensure the systematic development of skills such as chronological understanding in Years 1 and 2.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. Standards in information and communication technology are average by the end of Year 2. This is a similar picture to that found at the time of the last inspection. There has been good improvement, however, as areas of weakness were identified at that time and these have been successfully addressed. There has been good improvement to the school's approach to teaching skills in a progressive way. Pupils' achievements are currently satisfactory.
105. In the lessons observed during the inspection, specific skills were taught to a whole class of pupils. In these lessons, the quality of teaching was good, but its impact was notably hindered by the inability of pupils to see the computer monitor. The school does not have a computer suite, or an interactive whiteboard or a digital projector. When new skills are taught, or a new program introduced, the computer screen is too small for all pupils to see properly and therefore those pupils near to the monitor make the best progress. In a Year 2 lesson, where pupils were taught how to edit their written work with a word processing program, some pupils struggled to see properly, not only because the screen was too small, but also because there was too much sunlight from windows without blinds.
106. In a Year 1 lesson, pupils used the computer to aid their learning about instructional writing. They were introduced to a program where instructions were input to move an object on the screen. Use of the program reinforced keyboard skills and pupils' understanding of directional language. However, higher-attaining pupils were not challenged to think for themselves at an appropriate point in the lesson and, when they could easily have begun to create their own movement instructions, they listened to the whole class's attempts to move from ship to ship to find the treasure. This lesson also demonstrated the difficulties of using the small computer monitor to demonstrate to the whole class. Pupils began to fidget and lose concentration when they were not able to see the action on the screen.
107. A positive feature of the provision is that pupils understand that work in this subject is not all about computers. They are taught to use digital cameras and tape recorders. They understand that many devices can be used to present their work and communicate their ideas, such as video and photographs.

108. Leadership and management are satisfactory. The co-ordinator has good subject knowledge and has created an appropriate plan for the future development of the subject. All teachers have had training, and most, but not all, are now confident about teaching the subject. There are computers in all classrooms, but in some classrooms, space is very limited and access to the computers is not always easy. In this situation, it is likely that teachers who are less confident will not be as motivated as they should be to use the equipment. In conjunction with the local authority, the school has carefully considered its plan for the future purchase of hardware. It is important that purchases should be made that have a positive impact on pupils' attainment levels, and as there is limited space in many classrooms. The school recognises that extra machines may not be the best way to use money available for the subject, but, has to achieve the recommended pupil/computer ratio by August 2004 in order to access additional funding. The school does not yet have a clear financial plan for the purchase of new computers as they become old and out of date.

MUSIC

109. Standards in music are average. As a result of school priorities, standards have dropped a little since the time of the last inspection. The school has good resources and a well thought-out curriculum. Accommodation for teaching and learning is, however, unsatisfactory. Lessons are often taught in classrooms with very restricted space available for the activities. The nature of the building means that noise is easily transmitted from one room to another and this means that musical activities in one class can interrupt others.
110. Pupils sing a range of songs sweetly. They do so with enjoyment. They maintain the rhythm of songs and can control how loudly they sing. Pupils begin to compose by selecting which of several percussion instruments they will use to represent characters, for instance those in the Peter Pan story. The higher attaining pupils begin to combine sounds, for example to illustrate both the sound of the alarm clock swallowed by the crocodile and the sound of the crocodile's movements. Pupils play percussion instruments correctly and know their names. Pupils listen with attention to music at the beginning of assembly and can say what type of music they like best. Overall, they achieve in a satisfactory way.
111. The quality of teaching and learning is satisfactory. Teachers use the good quality scheme of work to help them plan lessons that successfully build pupils' skills. They use the wide resources well to give pupils opportunities to sing and play. In the lessons seen, teachers ensured that all pupils had an opportunity to contribute and this increased their interest and enthusiasm. On occasions, however, lessons were a little slower than necessary as pupils contributed individually, for example in choosing instruments.
112. The good curriculum provided is further extended by class productions that allow pupils to experience performance. These are greatly appreciated by parents and greatly enjoyed by pupils. The good emphasis on teaching pupils about a range of musical cultures means that music contributes well to their general cultural education.

PHYSICAL EDUCATION

113. As at the time of the last inspection, standards in physical education are above expectations by the end of Year 2. Pupils steadily develop a range of sporting and physical skills during their time at the school and recognise the importance of physical activity to promote good health. They achieve well.

114. In the lessons seen during the inspection, teaching and learning were at least good. In the best lesson seen, a Year 2 lesson, dribbling skills were developed very well because the teacher had good subject knowledge, demonstrated appropriately, allowed sufficient time for practice, asked pupils to demonstrate to the class and encouraged pupils to improve their work. As a result the vast majority of pupils learned very well and made evident progress in controlling a ball accurately and with increasing speed. They used their improved skills to work as a team in a race situation. Pupils with special educational needs were very well supported and there was great respect for their achievements from staff and other pupils, who spontaneously congratulated one pupil who found the dribbling difficult. In another Year 2 lesson, pupils were allowed to be independent as they organised themselves into teams for a practice race in preparation for sports day. Although this took some time to get right, the teacher allowed them the chance to work things out for themselves and this was good for the development of collaboration and co-operation skills. In the Year 1 lesson, physical activities were used to develop pupils' language skills, and this was especially appropriate for those whose home language is not English. As they practised another race for sports day, pupils reinforced positional language such as 'behind', 'in front of', 'over' and 'at the back of'.
115. The subject is well managed. The co-ordinator has established an appropriate programme of work that enables the progressive development of physical skills and their application to a relevant activity. Pupils learn a skill and then apply it and for this reason, they see their own progress and enjoy their work. Good links have been made with expert coaches for football and cricket and this also ensures continued good standards. At present, the successes that pupils achieve in physical education are not as well celebrated throughout the school as they might be. There are no badges or awards for physical accomplishments, for example, which would encourage pupils to work even harder. Leadership is satisfactory overall, but the subject could be more high profile throughout the school, reflecting and encouraging the above average standards that pupils attain. The school grounds provide very good facilities for sporting and field activities. The outside areas are large and suitable for all aspects of physical education.

RELIGIOUS EDUCATION

116. By the end of Year 2, pupils attain standards in religious education that exceed those expected by the locally agreed syllabus. Standards have been maintained since the last inspection. Pupils study the world faiths of Hinduism and Sikhism alongside Christianity in line with the scheme of work as set out in the syllabus. Pupils achieve well and are given insights into the faith and beliefs of others. This is a contributing factor to the tolerant and respectful attitudes pupils show to one another.
117. In Year 2, pupils compare the rituals of death and marriage in the Sikh and the Christian faith. They are beginning to learn about places of worship and sacred books using the correct vocabulary. A visit to a Gurdwara gives pupils valuable first-hand experience. Pupils know, for example, that they have to cover their heads and take off their shoes. Pupils are very attentive as they listen to a version of the Christian creation story followed a reading from the Bible. This was then contrasted with a Mayan creation story read by the teacher. The pupils were very interested and asked very pertinent questions such as, 'Did God invent religion?' They made observations such as, 'Now I know why we have seven days in a week.' showing that they have good understanding and insight for their age.
118. The quality of teaching is good overall with some excellent teaching. Teachers are secure in their own knowledge and understanding and apply it effectively in the context of what pupils

need. As a result of one teacher's excellent approach to a lesson, one class, which had just come in from a very lively games lesson, immediately realised the need to be quiet and respectful as they heard the contemplative music that she played. Pupils with English as an additional language are well supported so that they achieve in line with their peers. Teachers use well-framed questions to structure pupils' learning. Good direct teaching captures pupils' interest. Every opportunity is taken to underline the fact that there are many different faiths. The work is reinforced with meaningful activities related to the pupils' own lives. The pupils are fully involved in their learning because it is based on their own experience. As a direct result of the teachers' approach, all pupils have and know the need for respect for other beliefs and values. This good teaching and learning are well supported by good subject leadership and management.

PERSONAL, SOCIAL AND HEALTH EDUCATION

119. Standards in personal, social and health education are higher than are found in most infant schools. Pupils have a good understanding of responsibility for their own actions. Many can articulate how they feel in advanced ways for infants. They say they feel 'warm in their tummy' if they are happy or 'prickly' if they are worried or upset. In a Year 1 lesson, pupils could confidently understand the difference between tangible attributes, such as helping and smiling, and intangible qualities like courage and kindness. From this knowledge, they are then able to demonstrate these qualities more and more as a natural part of their behaviour. The pupils' confidence to deal with difficult situations is enhanced by their great belief in 'personal power' – an inner strength. The achievement of pupils in personal development is very good. Many arrive at school with below average levels of social awareness and make particularly good progress in learning to cope with school life and integrate effectively with fellow pupils. Pupils enjoy their personal, social and health education lessons and participate enthusiastically in a variety of stimulating and challenging activities.
120. Teaching and learning in personal, social and health education are very good. The recently introduced 'nurturing programme' has proved very successful in consolidating teachers' knowledge of the personal development of infants and in ensuring that teaching is consistent across the school. The subject is well led. All teachers have had good training and the curriculum is well monitored by an experienced co-ordinator.