

INSPECTION REPORT

STONEYDELPH PRIMARY SCHOOL

Tamworth

LEA area: Staffordshire

Unique reference number: 124179

Headteacher: Mrs A M Mulligan

Reporting inspector: John Foster
21318

Dates of inspection: 24th-27th March 2003

Inspection number: 248559

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Crowden Road
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Appropriate authority: The governing body

Name of chair of governors: Mr Duncan Shepherd

Date of previous inspection: N/A

INFORMATION ABOUT THE INSPECTION TEAM

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John Foster 21318 Registered inspector	Physical education	What sort of school is it? How high are standards? a) The school's results and achievements What should the school do to improve further?
Christine Wild 19369 Lay inspector	Educational inclusion	How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Jill Bavin 16038 Team inspector	Mathematics Geography Special educational needs	
Steve Bywater 18463 Team inspector	Science Information and communication technology	How well is the school led and managed?
Mike Dukes 32197 Team inspector	Art and design History English as an additional language	How good are curricular and other opportunities offered to pupils?
Sylvia Gatehouse 26945 Team inspector	Foundation Stage Music Religious education	
Judith Jones 8212 Team inspector	Design and technology	The hearing impaired unit.
Nicola Pellow 32236 Team inspector	English	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stoneydelph Primary School caters for boys and girls aged between 3 and 11 years. The school was formed by the amalgamation of the infant and junior schools in 1999 and it is larger than most other primary schools. At the time of inspection there were 535 pupils at the school, including 52 children in the nursery and two in the reception classes who attend part-time. This is the first inspection for the school since the amalgamation. Though there is a wide range of ability, the general level of attainment of children when they start school is well below that expected nationally. There are four pupils from ethnic minority backgrounds, whose first language is not English, though none of the four is at an early stage of learning English. The percentage of pupils eligible for free school meals is 28.2 per cent and is above the national average. The percentage of pupils with special educational needs, at 24.1 per cent, is above the national average. Twenty-seven pupils have formal Statements of Special Educational Need. This figure is well above the national average.

HOW GOOD THE SCHOOL IS

This is a school where the strengths substantially outweigh the weaknesses. The headteacher provides good leadership and is well supported in this by the deputy headteacher, the staff and the governing body. All share a clear vision for the school to develop well. Though standards are below those expected nationally, the pupils achieve satisfactorily in most subjects and they achieve well in mathematics, art and design and history. The children in the nursery and reception classes get a very good start to their schooling and make very good progress because they are taught very well. The school gives satisfactory value for money with good potential for further improvement.

What the school does well

- Children get a good start to their schooling in the nursery and reception classes
- The headteacher provides good leadership, fully supported by the deputy headteacher. They share a clear vision for the school to develop well.
- Pupils' moral and social development is good, leading to pupils' positive attitudes.
- Relationships between pupils and between pupils and adults are good.
- The school is a caring community.
- The provision for pupils with special educational needs is good overall and very good for the group of pupils in the Hearing Impaired Unit.

What could be improved

- Standards in English, mathematics, science, information and communication technology, music and religious education are below those expected nationally.
- The pupils' spiritual and cultural development would be improved by raising standards in religious education and music.
- The low levels of attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

It is not possible to make a judgement as the school has not been inspected before. The infant and junior schools were inspected as separate schools.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	E	E	E	well above average A above average B average C below average D well below average E
Mathematics	E	E	E	D	
Science	D	E	E	D	

Children enter the nursery with attainment levels well below those expected nationally. They make very good progress in the nursery and reception classes, because of the high quality teaching they receive. By the time they start in Year 1, most children will have attained the Early Learning Goals in all areas of the Foundation Stage curriculum.

In the 2002 national tests for pupils in Year 6, pupils attained standards which were well below the national average in English, mathematics and science. When compared with pupils from similar schools they attained well below average standards in English and below average standards in mathematics and science. Inspection evidence indicates that the current Year 6 group of pupils attain standards below average in English, mathematics and science, and they are making satisfactory progress in English and science, but good progress in mathematics. The major development in raising standards is the impact being made by the curriculum teams for English and mathematics. These two teams are fast becoming well established and are working hard to improve the quality of teaching and learning in these subjects. As a result, pupils are beginning to make better progress. In other subjects, pupils achieve satisfactorily overall and attain expected standards. They achieve well in art and design and history. Though they currently make satisfactory progress in music, information and communication technology and religious education, standards in these subjects are below those expected nationally. The resources for information and communication technology are inadequate with too few computers, most of which are outdated and unreliable. This means that the pupils cannot consolidate their learning in other subjects. Because the school is newly established, there is no data available to make a judgement on how well the school has improved standards in relation to other schools.

In the Year 2 national tests pupils attained well below average levels in reading, writing and in mathematics. Inspection evidence indicates that the current Year 2 attain standards below expected levels in English, mathematics and science. This indicates that the current Year 2 group is better than the previous year. The main problem with the results of the national tests is that too few pupils attain higher than expected levels, whilst too many attain below those levels. Pupils achieve well in art and design and history and satisfactorily in other subjects. As in Year 6, they attain expected standards in all subjects other than information and communication technology, music and religious education.

The school sets appropriate targets for the pupils and they are on line to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and work hard.
Behaviour, in and out of classrooms	Good. Most pupils behave well and are polite to adults and other children. In a very small minority of lessons behaviour is not as good as it should be and this affects the progress made by the pupils.
Personal development and relationships	Good. Relationships throughout the school are good, and often very good. Pupils are aware of other people and treat them with respect.
Attendance	Unsatisfactory. Too many pupils do not attend school often enough. The percentage of unauthorised absence is above the national

	average.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	Satisfactory

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

The quality of teaching is satisfactory overall, though for children in the nursery and reception classes it is very good. The best quality teaching occurs when teachers plan well to incorporate a wide range of experiences for the pupils with particular emphasis on meeting each individual's needs. In the nursery and reception classes, the teachers ensure that there is a good range of activities to enable the children to make good progress in all areas of learning. In these classes, the support staff are used very well to help the children to develop fully. As a result, children in these classes make very good progress in their learning.

In Years 1 to 6, the quality of teaching varies widely, with a small percentage that is excellent and an equally small percentage that is unsatisfactory. Most teachers plan well and ensure that the work meets the pupils' needs. They use questions well to develop pupils' thinking and through sharing the lesson objectives, they ensure that the pupils know what they are to learn during the lesson. Whilst there has been some recent improvement in the quality of marking, teachers do not use this well enough to identify for pupils where they can improve their performance. In some lessons the final, summing up part of the lesson is too short to be beneficial in developing pupils' learning.

Numeracy and literacy are mainly taught satisfactorily. A weakness in some teaching is where the teachers' subject knowledge is insecure, leading to pupils being given the wrong information. The numeracy and literacy strategies have been successfully implemented and are beginning to have a positive effect on teaching and learning.

Pupils with special educational needs are taught well and make good progress. This is particularly the case for the pupils who attend the Hearing Impaired Unit.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school teaches the National Curriculum and religious education is taught to the locally agreed syllabus. Beyond the normal school day, there is an adequate range of activities provided, mainly for the older children.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are catered for well. The pupils in the Hearing Impaired Unit are catered for very well. Pupils' individual education plans are well thought out and reflect pupils' needs well.
Provision for pupils with English as an additional language	The few pupils for whom English is not their first language are fully included into the school and make similar progress to other pupils. All of this group of pupils speak English fluently.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. It is good for pupils' moral and social development. Improved standards in, for example, music and religious education would benefit the provision for pupils' spiritual and cultural development.
How well the school cares for its pupils	Good. There are good procedures for child protection and all staff are aware of these. The school works hard to ensure that pupils are well cared for.

Overall there are satisfactory relationships with parents. Parents of children with special educational needs are fully involved in planning individual education plans to enable their children to make good progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher has a clear vision for the school and, ably supported by the deputy headteacher, leads the school well. They have a good understanding of the strengths and weaknesses in the school and plan well according to this knowledge.
How well the governors fulfil their responsibilities	The governing body fulfils its duties well. Governors support the school fully and play an important role in shaping the future of the school. They have a satisfactory understanding of the strengths of the school and where improvements need to be made.
The school's evaluation of its performance	Satisfactory. The headteacher, supported by the senior managers and the local education authority has established a sound basis for evaluating and developing teaching and learning, in order to improve standards further.
The strategic use of resources	Satisfactory. The school satisfactorily applies the principles of best value. Finances are well managed.

There is an adequate number of teachers and support staff to teach the National Curriculum and religious education. The support given to pupils in the Hearing Impaired Unit is very good. The accommodation is satisfactory, though some classrooms are small for the age and size of the pupils. Resource provision is satisfactory overall. There are good resources for mathematics and art and design, but resources for teaching and learning in information and communication technology are inadequate. There are too few computers for the number of pupils and those in use are unreliable.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are happy at the school • The good teaching and high expectations, leading to good progress made by their children • They feel that they are kept well informed of the progress their children make and they are happy to approach the school with questions or concerns • They feel that the school is well led and managed 	<ul style="list-style-type: none"> • The amount of homework given to their children • The range of activities beyond the school day • Some parents feel that the school could work more closely with them

Fewer than one-eighth of parents returned the questionnaire, and only four parents attended the meeting arranged for them to give their views about the school. Other parents were spoken to during the inspection. The inspection team fully supports the parents' positive views of the school. The amount of homework given to pupils is appropriate for their age and ability. The school provides a satisfactory range of out-of-school activities, though these are mainly for the older pupils. The school has made positive efforts to work closely with the parents, but has had limited success. Parents are keen to be involved in activities which directly affect their children, attending concerts and consultation evenings well. They are less inclined to attend meetings.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 national tests for pupils in Year 6 pupils achieved standards below those expected nationally. Their performance was:
 - well below average in English, mathematics and science.
2. When compared with results of pupils from similar backgrounds their performance was:
 - well below average in English;
 - below average in mathematics and science.
3. Over the past four years, there has been wide variation in the results of the national tests, though there is insufficient data to make a comparison between the overall progress made by the school and that made by schools nationally.
4. In the corresponding national tests for pupils in Year 2, pupils' performance when compared with all schools and to similar schools was:
 - well below average in reading and writing;
 - well below average in mathematics.
5. Teacher assessment in science for Year 2 pupils indicates that they achieve very low levels, placing the school in the bottom 5 per cent of schools nationally.
6. Inspection evidence indicates that the current Year 6 and Year 2 groups are in line to achieve below expected standards in English, mathematics and science. This is an improvement on the figures above, mainly because the pupils achieve satisfactorily in English and science and well in mathematics. The impact of the positive developments undertaken by the curriculum teams for English and mathematics is another important factor reflected in the improving standards.
7. A major factor affecting the national test results is the small number of pupils who attain the higher Level 3 scores at the end of Year 2 and Level 5 at the end of Year 6. Equally, the number who do not reach the expected Level 2 and Level 4 is above average. However, because the pupils enter school with well below average attainment, they make good progress throughout their time in school whereby a substantial number manage to attain the expected levels in the national tests.
8. Children enter the nursery with attainment levels which are well below those expected for their age. The very good teaching they experience means that they make very good progress and by the time they leave the reception classes, most will have achieved the early learning goals for the Foundation Stage curriculum. This gives the children a very good start to their schooling, though this has not yet impacted on pupils' learning further up the school. The main strengths in the quality of teaching which enables the children to make such good progress is the high quality planning and the high expectations the teachers have of the children.
9. In Years 1 and 2, pupils make satisfactory progress overall though they make good progress in mathematics, art and design and history. In English pupils' levels of attainment are below those expected. They begin to write for a range of purposes, such as when they compose letters of complaint regarding poor service at a restaurant. Whilst some pupils

are keen readers and read well, a number find difficulty in identifying their favourite books, other than those in the reading scheme. By Year 6, however, many are enthusiastic readers and most have mastered the basic skills. Some older pupils do not have enough time spent on developing some of the higher reading skills through discussion with their teachers. There is a wide range of attainment in writing by Year 6. The more-able pupils analyse the structure of an adventure story well, identifying the main points by using key points within the text. This skill is then used in their own writing.

10. In mathematics, pupils make good progress because of the ways in which teaching of the subject is organised. From Year 2 to Year 6, the pupils are taught in ability sets, where the teachers can identify particular needs more accurately and teach according to these needs. Pupils throughout the school are taught the most effective ways to do their calculations. In Year 2, for example, pupils explain that when they want to add eleven to any number, they add ten and then add another one. They are given a wide range of mathematical experiences and because of this they know about simple fractions and have good knowledge about simple shapes. By Year 6, the pupils continue to make good progress and calculate percentages in their heads. They work out, for example, 10 per cent and 15 per cent of 60, explaining how they undertake the calculation. The lower attaining pupils in mathematics are often hampered in their development because of the language difficulties they experience in expressing themselves orally, in reading problems or in formulating their ideas.
11. Pupils make satisfactory progress in science overall, but because of the current focus on investigative science, they make good progress in this area of the science curriculum. Most pupils by the end of Year 2 are beginning to understand why a test has to be fair and how they can make the tests fair. Pupils are given good supporting material to help them to record their findings, but they are not given enough opportunities to develop their own recording strategies. By Year 6, pupils have built well on earlier learning and attain standards just below those expected. They are beginning to gain greater understanding of each area of the science curriculum and, for example, know where the main bones and organs are to be found in the human body. Their scientific vocabulary is developing well.
12. In most other subjects, pupils make satisfactory progress and attain appropriate standards for their age. The exceptions to these are the lower standards they attain in information and communication technology, music and religious education. Whilst they achieve satisfactorily in information and communication technology, the poor quality and insufficient resources mean that pupils do not have enough opportunities to develop the learning they have and are not able to utilise their knowledge in other subjects. The school is aware of the shortfall in computer resources and plans are in place to remedy the problem.
13. Appropriate targets are set for the pupils and, because of the quality of teaching they experience, most pupils achieve them well.
14. Pupils with special educational needs, including those within the Hearing Impaired Unit, achieve well and make good progress in their learning. The targets on their individual education plans are well designed to help them to make good progress.

Pupils' attitudes, values and personal development

15. Overall, pupils' attitudes to learning, their behaviour and personal development are good. Relationships between pupils and between pupils and staff are good and sometimes very good. The rate of attendance is unsatisfactory and below the national average. Parents are happy that their children attend the school and feel that their children like school.

16. Pupils' attitudes to the school, overall, are good. Although only 65 parents returned the questionnaires, 91 per cent of the replies indicated that their children like school. Through the efforts of teachers and support staff, most pupils show interest in their lessons and are happy to be involved in class discussions and activities. The majority of pupils show appropriate motivation and the overall response to teachers is good. However, with a minority of pupils, sustained effort by the teachers is necessary to encourage them to develop the skills needed to listen carefully and maintain concentration for suitable periods of time. Though some pupils arrive at school with lack-lustre expressions, the staff's efforts make the day's experiences enjoyable and rewarding for most pupils.
17. Opportunities to work independently in lessons are limited throughout the school. Very few of the pupils are accustomed to organising their own work, but they undertake shared learning with partners harmoniously.
18. The majority of pupils have a clear understanding of how the school requires them to behave. They move around the school in an orderly manner and enter classrooms quietly with regard to others working nearby. However, when teaching is less effective, a minority of pupils are noisy and the lessons in the nearby classes are affected. At lunchtimes, pupils line up in the corridor sensibly to take their turn for dinner. The good levels of supervision by the schools meals supervisors ensures that pupils wait patiently for others to finish, they sit and eat their meals sensibly and talk to adults and each other amicably. In the playground, most pupils play together well, older pupils volunteer to look after younger ones and the peer support system which has been recently introduced is helping to secure a friend for pupils who need one. However, occasional instances of unacceptable behaviour, for example name calling or pushing, were seen during the inspection.
19. When talking to pupils, they feel that incidents of bullying occur but that the teachers deal with it well. Pupils know the school rules and appreciate the merit rewards systems. During the inspection, a few instances of oppressive behaviour took place at lunchtime in the playground but these were dealt with effectively by the staff.
20. The personal development of pupils is good overall. They join in activities enthusiastically, such as raising funds for charities. The ethos of the school of caring and valuing others is apparent in the good response of pupils to the staff. In the nursery and reception classes, the children take responsibility seriously and perform small tasks willingly, such as when they return the register to its place. Pupils readily accept responsibility; they are supportive of the school council and feel that it enables them to have a say in what goes on in the school. The 'Star' of the day is chosen to help the teacher with tasks, such as, to demonstrate how to behave by leading the pupils into assembly or other classrooms.
21. Good relationships between members of staff and pupils help motivate pupils with special educational needs. They work hard and mostly have the same positive attitudes to the school as other pupils. This group of pupils is integrated well into the school.
22. Overall, the level of attendance at the school is unsatisfactory. The rate of authorised absence of pupils is below the national average and unauthorised absence in the school is above the national average. A continual search for strategies to improve attendance has shown a slight improvement when attendance has reached and exceeded the national average on two occasions this year. Around the school, notices remind parents of the importance of regular attendance, newsletters also regularly contain this information. The number of holidays taken in term time is high and although the school requests parents not to take holidays, particularly during the week of the national tests, some still do. Eleven pupils were absent during the test week, affecting the progress made by these pupils and the school's overall performance. Procedures for registering pupils meet the statutory requirements; registration takes place at the beginning of the morning and afternoon

sessions. A minority of pupils arrive late at school, but the school office staff check these pupils in when they arrive. There have been no exclusions during the past year.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching overall is satisfactory. In the reception and nursery classes, teaching is consistently very good. In Years 1 to 6, the pattern is more variable.
24. In the lessons observed it was:
- very good in 20 per cent;
 - good in 40 per cent;
 - satisfactory in 35 per cent.
- Two excellent and two unsatisfactory lessons were observed.
25. Teaching in the reception and nursery classes is well adapted to the needs of individual children and there are high expectations and a good degree of challenge. Teachers throughout the school have a good knowledge of the subjects they are teaching and basic skills are taught well. Teachers and support staff make good use of links between different subjects although occasionally there are missed opportunities to exploit links with literacy.
26. The headteacher and staff have recently worked hard to improve the teaching within the school and this has helped pupils become better learners. Staff have engaged in professional development in this area and have adopted a good policy which is beginning to be effective. In some lessons, questioning is used well to help pupils learn, though this needs developing further in order to cater for the needs of both the more and less able pupils. Planning is good, especially where teachers understand how to link a series of lessons together coherently for pupils so that they can see how the objectives fit together. Teachers plan different activities for different ability groups of pupils using a good range of teaching techniques to suit individual pupils' needs. However, in some whole class sessions, children are not always given the same degree of help to reach their potential, with the most able being insufficiently challenged. In some subjects, teachers' expectations of pupils are not high enough.
27. At the start of most of the lessons, the teachers told the pupils clearly what they were going to learn, and in the best lessons teachers and pupils also discussed why it was important and how they would know if they had been successful. This was most effective when teachers' subject knowledge was very good, so that they were able to show pupils how the objectives for a particular lesson fitted into their learning. Lessons ended with a short session in which teachers and pupils checked, and sometimes extended, learning in the lesson, although the quality of this session was variable. It was used well in a science lesson on plants, where the teacher skilfully elicited pupils' predictions and hypotheses on where grass would grow best.
28. The marking of pupils' work is satisfactory, although there are some examples of good quality marking. As a result of the work they have done to develop the quality of teaching, staff have begun to develop the use of marking to help pupils understand what they already know and need to do better, linking this to the objectives set for the lesson. However, the comments teachers make are not always specific enough to be useful, and pupils are not given enough time to follow the teachers' suggestions and thereby improve their work. Teachers sometimes consider that targets set for pupils have been achieved when the pupils have not really had a chance to become secure in their learning. Because of this, some pupils' learning is superficial and they do not apply what they know in their work.
29. Teaching in mathematics is good overall, promoting a good level of achievement. Too few pupils attain the levels expected for their age or the higher levels; this is because recent

good initiatives have not had time to take effect. The teaching of basic skills is good in mathematics, where, because of the good planning, pupils build up their knowledge in small, helpful steps.

30. In English, teaching ranges from excellent to unsatisfactory, but it is satisfactory overall. Where the teaching was unsatisfactory, it was because of insecurity in teachers' subject knowledge. In the best lessons, teachers had a very good understanding of the subject which enabled them to explain clearly and enthusiastically to pupils, the purpose of the lesson, how it fitted together with other things they were learning and how they could improve. Teachers do not focus sufficiently on the teaching of basic skills, such as spelling and handwriting. Though these aspects are taught, pupils are not encouraged to apply what they know in their work. Teachers do not identify spelling or handwriting targets for improvement or give pupils enough time to concentrate on them in their writing. Expectations in these areas are too low.
31. Teaching in other subjects is mainly satisfactory, with strengths in planning and the use of different methods to engage pupils' interest. There are some weaknesses. Expectations of pupils' achievements are not high enough in religious education and music. In science, lessons are sometimes too long and pupils become restless. They are unwilling to record work because they are not confident in using basic skills.
32. Pupils with special educational needs are taught well because:
 - the unfailing patience of staff in the 'Sunshine Club'¹ helps pupils to increasingly control their behaviour and to conform to accepted behaviour patterns;
 - the school makes good use of specialist professionals from the support services;
 - all adults in the school share a commitment to including all pupils and want the best for them;
 - when teaching is excellent the class teacher refers to pupils' individual education plans to review their progress and praises pupils for their achievements;
 - teachers adapt their questions to suit the needs of different pupils in whole class sessions;
 - teaching assistants provide very good support for hearing impaired pupils through signing;
 - teachers manage pupils' behaviour positively and effectively.
33. When several of these aspects are evident pupils with special educational needs make good progress in lessons. Very recent improvements in systems for identifying and reviewing priorities for pupils' learning have not had time to have a full impact. Consequently, pupils currently make satisfactory progress academically, although most make good progress socially.

¹ The "Sunshine Club" or "Nurture Group" has recently been established to give extra support to those pupils who experience emotional or behavioural difficulties.

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

34. The statutory requirements for the National Curriculum and religious education are fully met. The school provides a suitable range of learning opportunities to meet the intellectual, social, physical and personal needs of the pupils, with a number of strengths. These include:
- the quality of teachers' planning and assessments of pupils' progress;
 - the provision for children in the nursery and reception classes;
 - the provision for pupils with special educational needs;
 - the caring environment where there are good relationships and where pupils are encouraged to behave well;
 - the good range of extra activities which enrich the curriculum.
35. However, in order to improve further, the school should consider the following points:
- the amount of teaching time devoted to some subjects;
 - the fact that pupils who attend the 'Sunshine Club' are missing more areas of learning than they need to.
36. Since the school was amalgamated in 1999, the staff have worked successfully to improve the curriculum. Teachers have revised the policies and schemes of work for some subjects and a review of the remaining subjects is identified within the school improvement plan. The school has, sensibly, decided not to adopt all the schemes of work recommended by the Qualifications and Curriculum Agency, but utilises other schemes to ensure that the requirements of the National Curriculum are met. The amount of time allocated to some subjects is well below recommended levels.
37. The provision for children in the nursery and reception classes is very good. These children benefit from a well planned curriculum enabling them to make very good progress in all areas of learning.
38. The national strategies for literacy and numeracy have been established and are beginning to have a positive effect on pupils' learning. Pupils make good progress in mathematics and in English their progress is satisfactory. The school continually reviews and modifies these subjects and enables teachers to attend further training to improve standards. For example, the school recognises the need to improve reading across the school and has provided training and support for staff accordingly.
39. Pupils in all year groups participate in educational visits, such as to St Martin's Church to study the Christian festivals of Harvest, Christmas and Easter. They also visit Polesworth Abbey, a Hindu temple, local shops and Glascote Library. These trips enhance the curriculum well and provide the pupils with a wider range of learning opportunities. Parents, local residents and church representatives visit the school to talk to groups of pupils. The curriculum is further enhanced by special theme days, where the pupils dress up and take part in drama lessons with visiting experts, such as for a Roman Day and an Egyptian Day. These extensions to the curriculum are a strength of the school.
40. There are many opportunities for pupils to participate in out-of school activities which enrich their learning. Teachers and community groups have established a selection of lunchtime and after-school clubs. There are football clubs catering for all age groups from Year 1 to Year 6, and netball and cross-country for older pupils. There is a school newspaper group and clubs for line dancing, singing, dancing and a signing choir. Whilst all clubs are open to all pupils, boys' attitudes to activities involving music and dance means that few boys take up the opportunities to participate in these activities. The school plans to increase the number of clubs for the younger pupils.

41. There are effective links with the local high school. There is a valuable joint project for developing the use of pupil performance data and an annual joint concert. Year 5 pupils visit for specialist lessons in design technology and high school teachers visit Stoneydelph to observe lessons. The close links between Year 6 teachers and the high school help to promote a smooth transfer at the end of the year. The school has good links with local universities and colleges to provide placements for initial teacher training and for nursery nurse training.
42. The school provides adequately for personal, social and health education, including citizenship. There is a recent policy which sets out how these aspects should be taught, but there is insufficient detail to ensure a good coverage of subjects by all pupils. The weekly lessons where pupils sit and discuss problems provide opportunities for personal and social development and the class and school councils help to promote pupils' understanding of citizenship. There is an up-to-date policy for sex and relationships education but no specific policy for drugs awareness which is taught in science lessons.
43. Provision for those pupils with special educational needs is good. This is primarily because of the strengths in teaching and the school's shared commitment to including all pupils. The 'Sunshine Club' is a good example of a recent initiative with the school planning carefully to meet very significant emotional needs for a small group of pupils. The school has only recently begun to reflect the new Code of Practice² in its paperwork and some old ideas and language remain in the policy. However, the school is right to prioritise its practice over the paperwork and this means that the school has begun to successfully identify, meet and review individual needs. The school's strengths in welcoming pupils with sensory, emotional and learning difficulties ensure that they have good access to a suitable curriculum.
44. Provision for pupils' spiritual, moral, social and cultural development is satisfactory. The school has adopted a comprehensive policy which clearly states the importance of these aspects, though it does not identify specific opportunities for developing them further within the curriculum and school life. Moral and social education are good. Pupils have a clear understanding of right and wrong and express their opinions well. When moving around the school they are polite, holding doors for one another and saying, 'Thank you'. They are involved in devising their own classroom rules and point out signs they have designed, for example to discourage running, pointing out that, 'It's dangerous and we have to take care of people'. Pupils show they value each other's opinions and contributions and readily accept classmates with different abilities. Pupils sign, as well as sing, hymns in assembly and pupils in a class with a visually impaired pupil were very appreciative of his acute hearing when he was very successful as the 'Keeper of the Treasure' game designed to illustrate how to overcome obstacles. Pupils participate in both school and class councils.
45. Pupils' spiritual and cultural development is satisfactory. Pupils have the chance to deepen cultural understanding through a curriculum enrichment programme of visits. For example, the school has had, amongst others, a Tudor day where the children were able to explore how the Tudors lived. There are also opportunities in art and music lessons, where they study the work of different artists, such as Klimt, and listen to music from different periods. This also improves pupils' spiritual development. For example, in a music lesson, pupils were asked to consider how they felt when listening to two well-chosen pieces of music, Fleetwood Mac's 'Albatross' and 'Morning' from Grieg's Peer Gynt Suite. In the art lesson on Klimt, pupils were asked to consider how the death of his mother might have affected his work. However, opportunities to develop pupils' spiritual and cultural understanding are not specifically identified and too often they are missed. In assemblies on the theme of listening, for example, pupils were not invited to listen to

² Code of Practice - this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development.

appropriate music. There is limited evidence of pupils being made aware of the wider context of how other people live in a multi-racial society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. Overall, the school cares for its pupils well, relationships are good and the caring environment enables pupils to feel secure and valued.
47. Child protection procedures and policy are appropriate and the school follows the local area guidelines. The headteacher and deputy headteacher have recently received training in current procedures and provide teaching and support staff with up-to-date knowledge. Lunchtime supervisors are aware of the designated person with responsibility for this area and the procedures to follow. The school has developed good relationships with outside agencies that support them when needed.
48. Procedures to ensure pupils' welfare and safety are good. A number of staff have up-to-date qualifications or have received training in basic first aid. The school nurse and the community policeman provide good support and guidance for pupils in sex and drugs education within the science curriculum. A governor regularly inspects the building to assess its condition and safety. A time to discuss personal and general issues in personal, social and health education is helping pupils to care for themselves and others; this recent provision is now beginning to have a positive impact on pupils' behaviour at lunchtime and in lessons.
49. Procedures for monitoring and improving attendance are satisfactory. The education welfare officer, who has a good overview of pupils' attendance, works supportively with the school in improving attendance. Procedures are not in place to contact parents on the first day of their children's absence, though enquiries are made where pupils are identified as a particular concern. Incentive schemes, such as certificates for 100 per cent attendance, are awarded termly to help improve attendance.
50. The procedures for monitoring and promoting good behaviour are good. A detailed behaviour audit carried out in consultation with parents, staff and pupils, gives a full picture of behaviour in the school and the areas to celebrate or improve. The school is focussing on the needs of pupils who have difficulty in behaving in the lessons and the playground. The 'Nurture Group' and individual support in lessons is successfully helping these pupils to be aware of their actions. Peer support, the School Council and class rules negotiated by the pupils for each class are assisting in pupils taking responsibility for their own behaviour. The school keeps detailed records in pupils' personal development files of unacceptable behaviour. Procedures to eliminate oppressive behaviour are good, though a small minority of pupils do not respond as they should and bullying can occasionally be seen in the school. In the majority of lessons, the teachers' expectations of good behaviour and careful control and management of the pupils ensure that pupils are well behaved.
51. The procedures for monitoring and supporting pupils' personal development are satisfactory. Although the school does not have a formal policy in place for the recording of personal development, detailed records on behaviour and attendance are kept and teachers know the pupils well. The introduction of a programme of study in personal social education lessons assists pupils in promoting respect for others. The programme has not been in place long enough for all pupils to benefit from the full scheme and the programme has had little impact on a minority of pupils who do not listen carefully in lessons and who have limited self-control.
52. The school has good procedures to recognise and provide for pupils with statements of special educational needs. Individual education plans are good; the school monitors

pupils' strengths and identifies specific targets. Particular strengths within the care of pupils with special educational needs are the good relationships that exist in the school, the ways in which teachers plan for this group of pupils and the specific targets identified for each pupil on their individual education plans.

53. Over the last two years, the school has put much effort into how it monitors and tracks the attainment and progress of its pupils. It has done this with a view to developing a more rigorous, whole-school approach, focused on raising standards. Satisfactory arrangements are now in place. Particular strengths are:
- the good systems for monitoring pupils' progress;
 - the effective ways that teachers use assessment for diagnosing learning difficulties; in individual pupils and for modifying their teaching;
 - the ways in which teachers use assessment particularly well in mathematics and in the nursery and reception classes;
 - the leadership of assessment by knowledgeable and enthusiastic staff.
54. Areas for further development are:
- improving the use of assessment data to judge standards, and to identify the progress and attainment of groups of pupils;
 - the inconsistent quality of assessment between subjects.
55. The school's policy and procedures for assessment are still fairly new, but they are having a positive effect. An effective system for assessing mathematics and English is used by the school in reception and Years 2, 4 and 6. The tests throughout the school are used well by the staff to monitor the progress of individual pupils and identify those who have special educational needs or who need specific help. In Years 3, 4 and 5, the Qualifications and Curriculum Agency's optional tests for English and mathematics are used. The school undertakes additional assessments for all year groups - termly for writing and mathematics, and half-termly for science. Test results are used well by teachers to track pupils' individual progress and to set targets for English and mathematics. Most pupils are aware of their targets and by Year 6 they use them to help focus on their own learning.
56. Other subjects are continuously assessed and reviewed termly by teachers, who keep informal notes. Some subjects do not have up-to-date policies and procedures. Some subjects, such as history and art are not fully linked to national standards. As a consequence, the quality of assessment in subjects other than English, mathematics and science, is inconsistent.
57. All teachers have recently received training which has improved the quality of their assessments in lessons. Recent developments have led teachers to encourage pupils to begin to be involved in assessing their own work. In some lessons, pupils are encouraged to think of their own success criteria for lessons, and to use self-evaluation, individually and in pairs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The school's partnership with parents is satisfactory. Parents' views of the school appear to be mainly satisfactory, but so few parents responded to the questionnaire or attended the parents' meeting, that the opinions represent only a small sample of parents' views. Most parents feel that their children make good progress in school, that the teaching is good and that they are comfortable approaching the school with concerns. A few parents do not feel that the school works closely with them and are unhappy with the amount of homework given and the range of activities provided outside lessons. Views expressed by parents during the inspection were positive.
59. The school's links with parents are satisfactory. The school has developed good relationships with parents, particularly with those of hearing impaired pupils. Parents feel welcome in the school and appreciate the opportunity to speak to teachers in the mornings. Parents willingly help at and support events when their children are involved. However, attendance of parents at meetings to inform them about the curriculum, for example, has not been successful in the past. The school tries to encourage parents to understand what their children are being taught but few parents take advantage of the opportunity. A few parents help in lessons, such as hearing pupils read or in mathematics. The school values this important contribution to pupils' learning and is always trying to recruit more parents to help in this way. The Friends of Stoneydelph School Association raises funds successfully and organises social events. The school recognises that its links with parents need to improve and this is incorporated into its current review.
60. The quality of information provided for parents is satisfactory. The school provides regular newsletters with curriculum and general information and forthcoming events. Parents can attend open evenings to discuss their children's progress twice a year and at these meetings share the targets set for their children. An opportunity to speak to teachers is available in the summer term to discuss their children's annual reports, but a formal evening is not organised. The prospectus is a basic document with attractive photographs and an information booklet supplements the prospectus. The governors' annual report to parents lacks full information to give a good overview of their work. Information on how the funding the school receives is spent is too short for parents to have a good view of how finance is utilised. Good information leaflets on areas, such as special educational needs are given to parents, which help them to understand the provision in the school.
61. The contribution of parents to children's learning at school and at home is satisfactory. The school has consulted parents on the behaviour audit. The home/school agreement has been signed by all parents. It is an easily understood format but its usefulness is limited and parents and the headteacher do not feel that any benefit is derived from it. Parents record the passages read with their children in homework diaries and comment on their progress, which assists the teachers in understanding parents' opinions.
62. The school provides parents of children with special educational needs with full information on their children's progress. They are welcome in school to discuss individual programmes of study and to the reviews of the programmes, but not all parents take advantage of the opportunities. The newly appointed special educational needs co-ordinator is beginning to develop good links with parents. Information produced by staff in the 'Sunshine Club' is attractive, accessible and non-threatening for parents. However, some comments in written information for parents do not make clear the extent to which the school has embraced the new Code of Practice requiring them to work in partnership with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The leadership and management of the school are good. The headteacher has a clear vision for the future and works well with staff and governors. The school's whole ethos is developed around clearly defined aims and staff share a vision to raise standards and improve the quality of teaching and learning within the school. The headteacher is committed to ensuring that all pupils at the school, especially those with special educational needs are fully included and given every opportunity to succeed in lessons, personally and socially. The pupils' needs are the driving force of the decisions she makes and the direction that the school takes. She works systematically to ensure that the school takes appropriate action to meet its priorities, for example, in helping to raise standards in mathematics and to improve the quality of education in the nursery and reception classes.
64. The headteacher is ably supported by the deputy headteacher. He has a clearly defined role in supporting teaching and learning, often working alongside teachers in Year 6 in an effort to focus support on particular groups of pupils in order to raise standards in English and mathematics. He enables curriculum teams to receive support in the monitoring and evaluation of their subjects and supports other teachers in raising the quality of education
65. There are a number of strengths in leadership and management, but also some areas that need further development. The headteacher wisely delegates tasks and responsibilities to other members of staff. This helps to ensure that all are working towards the same goals, are pulling in the same direction and meeting its targets for improvement. A sensible senior management team structure has been established, taking advantage of the experience of staff members. The role of subject co-ordinators has been subsumed into curriculum teams. In some cases, subject leadership is good, particularly in those subjects that are at the forefront of the school's improvement plan such as in English and mathematics. Teachers in the same year groups plan together. This helps to make sure that those pupils in the same year group but who are in different classes have similar lessons.
66. The management of special educational needs is good. The new co-ordinator has inherited a strong ethos of teamwork. She has made a very good start in reviewing and updating the school's provision for pupils with special educational needs, though she has not been in post long enough to have made a significant difference in the progress this group of pupils make. The staff have a commitment to high standards of provision and care for their pupils with special educational needs, in keeping with the school's aims. The support staff, especially those for the hearing and visually impaired, have raised their expertise to a high level. Careful timetabling ensures that this expertise is in the right place at the right time, ready to begin interacting with pupils from the start of lessons. They make a very good contribution to the teaching. The outlay on special educational needs represents good value for money.
67. Sometimes however, plans for improvement and the shared commitment for success are hampered because they are not fully understood. This is partly because some of the curriculum teams are newly created and they are not totally confident and clear about their roles. Some weaknesses, for example, were identified in the analysis of pupils' work and the monitoring of teaching which are not done with sufficient rigour by some teams. As a result, weaknesses in the quality of pupils' work in infant science last year, for example, were not identified as early as they should have been. However, the curriculum teams are already beginning to play a more systematic role in strategic development. The school shows its commitment to this by allocating non-contact time to staff with management responsibilities and this time increases when the subject is a priority on the school development plan.

68. The governing body plays an effective role in shaping the direction of the school. Most members have a satisfactory understanding of where the school is successful and where it could do better. They have established effective procedures and structures to collect information about the school and its work and this enables them to act as critical friends of the school. For example, individual governors are attached to different subjects and aspects, reporting to committees after visiting the school and talking with key staff. The governing body fulfils its statutory responsibilities well.
69. The priorities for development are well chosen. The current school development plan goes a long way towards meeting those priorities and clearly sets out where the school wants to be in the next two years and how it will get there. Planning is detailed for the current year with costings and success criteria clearly identified. Teaching staff have clear responsibilities for subjects and aspects. Curriculum teams produce action plans for their subjects and have a structure to monitor and evaluate the planned improvements. This, coupled with the fact that other members of staff are aware of what is in the plan, increases its effectiveness. A minor weakness is that the schedule for monitoring and evaluation is unclear and the time schedules are a little too long.
70. The school uses its specific grants satisfactorily and carefully considers the effect of the spending. For example, the money received through New Opportunities Funding is being saved to provide a large and focused input into providing information and communication technology equipment. Funding has been wisely used to increase the number of support staff and provide support for pupils with special educational needs and other children who need additional help. The school makes very good use of new technology with instant access to attendance statistics. The school office is well organised and the school administration staff make a valuable contribution to the day-to-day life of the school.
71. Although the school has a satisfactory understanding of the extent to which the principles of best value are applied, the governing body should adopt a more questioning approach to some of the expenditure and use of staff who do not have a full-time teaching commitment. The governing body should satisfy itself as to the purpose of this expenditure and consider what added value, if any, it has produced.
72. There is a regular programme for the headteacher and deputy headteacher to monitor teaching. This links well with the performance management system and the school's aims for raising standards. Teachers' needs are identified and careful consideration given as to the best way of meeting them. For example, the school has used the recently designated leading mathematics teacher to support colleagues with the subject. Firm plans are in place to extend the performance management system to non-teaching staff and teaching assistants have already had a preliminary briefing about the process.
73. The school has placed great importance on maintaining staffing levels and has budgeted accordingly. This means that the current level of staffing is satisfactory. Additionally, there are sufficient suitably qualified and experienced teaching assistants. The school accommodation is satisfactory overall, though it has strengths and weaknesses. There is plenty of outside space and because of the school's history, there are two school halls, two kitchens and two staffrooms. However, some classrooms are cramped and because they are small, teachers' teaching methods and strategies for managing behaviour are limited. Similarly, the sufficiency and quality of learning resources is variable. While there is a good supply of instruments for music and plenty of resources for mathematics, there are too few computers, many of which are unreliable. The library for pupils between Years 3 and 6 is too small to hold a good supply of suitable books to support pupils in developing independent research skills.

74. Taking into account the effectiveness of the education provided, Stoneydelph provides satisfactory value for money and there is good potential for further improvement as the curriculum teams become more effective.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to improve standards and the quality of education provided, the headteacher, staff and governing body should:

- raise standards in English, mathematics, science, information and communication technology, music and religious education by:
 - developing the role of all the curriculum teams to match the expertise of those in English and mathematics;
 - ensuring that adequate, good quality resources are provided;
 - planning more challenging work for all pupils, and particularly the higher attainers;
 - fully implementing the scheme of work for these subjects;
 - providing appropriate professional training for teachers to improve their knowledge and understanding of the subjects they teach;
(See paragraph numbers: 1-7, 9, 12, 26, 30, 35-56, 67, 73, 111-120, 122, 125-127, 129, 133, 135-137, 145, 158, 166-167, 169-172, 175-176, 180, 182-183, 191-192, 196-198)
- develop pupils' spiritual and cultural understanding by:
 - ensuring that there are planned opportunities for these aspects of the spiritual, moral, social and cultural provision;
 - providing appropriate professional development for teachers to improve their skills in planning for these aspects;
 - improving the provision for these aspects within the curriculum for music and religious education;
(See paragraph numbers: 31, 45, 49, 176, 180, 182-183, 191-192, 196-198)
- improve the levels of attendance by:
 - extending the existing monitoring processes to identify and track consistent absentees;
 - developing systems to follow and track absenteeism on the first day.
(See paragraph numbers: 15, 22)

The governing body may also wish to address the following minor issues as part of its action plan:

- alleviate the slippage of time created by the setting arrangements;
- review the amount of time spent on each National Curriculum subject.

THE HEARING IMPAIRED UNIT

76. The purpose-built Hearing Impaired Unit is an integral part of the school catering for a maximum of 12 pupils. All pupils attending the Unit have a statement of special educational needs. Many have additional needs extending beyond their hearing impairment. Pupils attending the Unit come from a wide geographical area and are transported daily by taxi. Every pupil is integrated into a mainstream class, with the level of integration dependant upon their individual needs. Pupils are taught total communication skills, using sign-supported English, residual hearing and lip-reading.
77. Provision for pupils with impaired hearing is a strength of the school. Pupils make very good progress overall and achieve very well. This is because teachers have a very good understanding of individual pupils' needs and plan a curriculum which is relevant to their needs and abilities. Pupils are taught in a truly inclusive setting where individual differences are valued. This benefits the personal and social development of all pupils in the school.
78. Pupils' achievements vary considerably, according to their needs and abilities. On entry to the school, pupils' attainment is well below that expected for their age. As pupils move through the school, they make very good progress in communication, personal and social development. When they leave the school, the attainments of the most-able pupils in National Curriculum subjects are similar to those expected nationally. However, attainments of pupils with more complex needs are below national levels, although they make good progress.
79. Pupils have very positive attitudes and a willingness to learn. Hearing impaired and hearing pupils are caring and supportive of each other. They are willing to take turns and respect each other's views. For example, in a Year 5 religious education lesson about, 'Temptation', pupils listened carefully to a hearing impaired pupils' description of his personal temptation, which was eating too much chocolate! The relationships between pupils and adults who work with them are very good. This results in pupils feeling secure and confident and they are ready to learn.
80. The quality of teaching within the Hearing Impaired Unit is very good. Lessons are well planned with clearly identified learning outcomes. Activities and resources are stimulating and provide good opportunities for pupils to develop their literacy, numeracy and social skills. For example, the story of 'The Hungry Caterpillar' provided an effective choice of text to develop younger pupils' literacy skills. An imaginative use of additional resources prepared by the teacher ensured that all pupils took an active part in the lesson in which they showed great interest and enjoyment. By the end of the lesson, they were able to write a simple sentence about what the caterpillar had eaten on a particular day, completing the sentence with a full stop. Skilled questioning and commentary ensures that all pupils respond and progress well. They are keen and interested in lessons and work very hard. Teachers in the Unit use praise, feedback and marking work alongside pupils to indicate their specific achievements in each lesson. This makes a significant contribution to the development of their self-esteem and confidence. Teachers and support workers in the Unit are closely involved in mainstream curriculum planning meetings. Following the meetings they consider any modifications or additional resources that will be required to ensure that hearing impaired pupils can participate fully in mainstream lessons. Pupils are very well supported in mainstream classrooms by the resource base staff and class teachers. Good teamwork and effective use of total communication enables pupils to be fully involved in lessons. Throughout the school, teachers use the skills of the support staff from the Unit very well. In all lessons including pupils with impaired hearing, the support staff ensure that individual pupils understand all that is happening through very effective use of signing. They pose the same questions as

the teacher asks the other pupils, and encourage the pupils to respond either by signing or through speech where possible.

81. Curriculum provision is good. The school has carefully considered the amount of time each pupil should spend in the Unit and in mainstream classes. The aim is to include pupils as much as possible in mainstream education. Withdrawal sessions are used predominantly to develop specific skills to enable pupils to gain maximum benefit from the curriculum. Provision reflects that outlined in pupils' statements of special educational needs. All pupils have individual education plans, written by the teachers from the Unit, following discussion with parents and other professionals involved with the child. Although they reflect the provision outlined in statements, targets frequently describe general areas for development, rather than detailed, specific and measurable learning outcomes. This makes the progressive development of particular skills more difficult to monitor. Assessment procedures are regular and comprehensive. They include daily, weekly and monthly records of pupils' progress. Comments in pupils' records more often describe a pupil's response, or describe work covered, rather than detail what they know, understand and can do.
82. Home-school links are good. Staff endeavour to keep parents and carers fully informed. A home-school book is completed daily. Parents are encouraged to continue their child's learning at home. Considerable effort is made to help pupils make the link between home and school. For example, one pupil is experiencing difficulty in communicating news about activities at home over the weekend. The school has lent a camera to the parents so that they can photograph weekend activities which the pupil then brings to school each Monday. The pupil is now able to engage with other pupils in sharing their weekend news. Parents are invited to all review meetings. The base operates an 'open door' policy whereby parents can telephone or request a meeting if they have any concerns.
83. The two resource base teachers of the deaf and all communication support workers are directly managed by the local education authority's support service, although they are fully included in the daily life of the school. Performance management has not been implemented in the service. This places resource-base staff at a disadvantage to their mainstream colleagues. Currently they are not offered the opportunity of formal specialist evaluation of their work, nor do they have a structured programme of continual professional development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	96
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	2	19	39	34	2	0	0
Percentage	2	20	41	35	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	482
Number of full-time pupils known to be eligible for free school meals	0	136

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	25
Number of pupils on the school's special educational needs register	12	129

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence

	%
School data	7.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	40	25	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	25	31
	Girls	21	18	18
	Total	52	43	49
Percentage of pupils at NC level 2 or above	School	80 (78)	66 (82)	75 (84)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	28	28
	Girls	20	13	16
	Total	46	41	44
Percentage of pupils at NC level 2 or above	School	71 (82)	63 (79)	68 (81)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	43	30	73

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	22	30
	Girls	21	19	22
	Total	44	41	52
Percentage of pupils at NC level 4 or above	School	60 (62)	56 (53)	71 (78)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	26	34
	Girls	22	21	24
	Total	45	47	58
Percentage of pupils at NC level 4 or above	School	63 (69)	64 (58)	79 (82)
	National	73 (72)	74 (74)	82 (82)

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	409	2	1
White – Irish	1	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	112	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– Y6

Total number of qualified teachers (FTE)	25.4
Number of pupils per qualified teacher	18.75
Average class size	25.3

Education support staff: YR – Y6

Total number of education support staff	21
Total aggregate hours worked per week	4758

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	3
Total aggregate hours worked per week	96
Number of pupils per FTE adult	8.66

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	10
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002 - 2003
	£
Total income	1,007,120
Total expenditure	1,013,610
Expenditure per pupil	1,907
Balance brought forward from previous year	27,850
Balance carried forward to next year	21,360

Results of the survey of parents and carers

Questionnaire return rate 12%

Number of questionnaires sent out	540
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	31	5	5	0
My child is making good progress in school.	48	42	11	0	0
Behaviour in the school is good.	40	43	11	3	3
My child gets the right amount of work to do at home.	32	48	9	8	2
The teaching is good.	49	43	3	0	3
I am kept well informed about how my child is getting on.	49	43	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	29	2	0	5
The school expects my child to work hard and achieve his or her best.	58	37	3	0	2
The school works closely with parents.	37	43	15	0	5
The school is well led and managed.	35	52	5	2	6
The school is helping my child become mature and responsible.	43	40	12	0	5
The school provides an interesting range of activities outside lessons.	28	32	14	8	18

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

84. The provision for children in the nursery and reception classes is a significant strength of the school. An exemplary spirit of teamwork exists amongst all staff, with support staff working closely with the teachers to make a very good contribution to the children's learning, particularly in those areas which have been identified as priorities. All children, including those with special educational needs, receive a very good start to their life in school.
85. Children enter the nursery part-time at the beginning of the school year in which they are four. The following year they join the reception classes full-time. Only a few children begin school without any pre-school experience. Induction arrangements are very good with meetings and booklets for new families to provide them with information about this important step in their children's lives. Staff prepare children very carefully for the changes that lie ahead so that the move is achieved as happily and smoothly as possible. There are close relationships between staff and parents at the beginning and end of the school day as well as on more formal occasions. Children arrive happily at school ready to begin their activities.
86. Children's attainment when they begin school varies widely, though levels are mainly well below average. This is especially the case in their personal and social development, and in communication, language and literacy skills. Staff place strong emphasis on these areas when planning lessons and activities. Children in the nursery make good progress across all six areas of learning because of the considerable skills and expertise of the staff. In reception, the rate of progress is increased due to the high quality of teaching and support staff. Staff plan and work together very closely to ensure the best possible learning opportunities for the children. For example, their meticulous organisation and management enables teachers to focus precisely on the children's needs and abilities.
87. The school was fortunate in recruiting temporary staff of high calibre to replace an absent teacher. The quality of teaching is consistently very good and includes clear learning objectives, high expectations, a strong sense of purpose and very good organisation and management of children, resources and time. Support staff are well qualified and thoroughly involved in planning and delivery. Together, staff provide a warm, welcoming, happy atmosphere and a stimulating environment. Planning, assessment and target-setting procedures are very thorough.
88. The school's strong policy on educational inclusion and special educational needs are evident in all activities observed in the nursery and reception classes. Children with hearing impairment and special educational needs receive very good support which ensures they enjoy the same opportunities as everyone else, such as outdoor play, painting and listening to stories. There is a large number of children with special educational needs in the nursery. Staff provide reassurance for these children, and work hard to generate a warm and caring atmosphere where all children are nurtured and cared for.

Personal, social and emotional development

89. In view of the children's severe needs, the staff place considerable emphasis on this area of children's learning. The quality of teaching is very good and the support staff make a major contribution in their day-to-day management of the children. Many opportunities are used to promote children's personal development and for children to develop their social skills. Children are encouraged to work together in pairs and small groups when they use

the computer and sand or water trays. They take turns fairly showing patience and tolerance for each other. In larger groups, they learn to wait their turn to speak rather than interrupting or calling out.

90. Teachers and support staff plan opportunities for social development across all areas of learning when, for instance, children take turns at being the driver or the passenger on the large wheeled toys, without arguing. In developing their mathematical understanding of size, they work in pairs to put the teddy bears' bowls, chairs and beds in order of size from smallest to largest. Most children make good progress and are well on course to achieve the early learning goal by the end of the reception year.

Communication language and literacy development

91. Children begin school with very low levels of attainment in this important area of their development. Teaching and planning takes full account of this and all staff regard this as a high priority. There is a daily timetabled literacy session and this subject is incorporated in all activities encountered by children, including those with special educational needs. The quality of teaching is very good and features a thorough understanding of children's individual needs and an acute awareness of their concentration spans. Activities are fast-paced and presented in a lively style to capture and sustain interest.
92. There are many far-reaching opportunities for children to develop their listening and speaking skills during the day. For example, they enjoy exploring a range of different fruits, discussing their colours, textures and smells, and listen carefully to each other's opinions, using adjectives such as 'smooth', 'heavy' and 'squishy'. They enjoy listening to short story tapes and develop their speaking skills well because staff include stimulating comments and questions to encourage conversation and discussion. Children enjoy listening and talking to each other and to visitors. They are eager to explain what they are doing and what they know.
93. There are very good opportunities for children to develop their writing skills, and the majority write their own names accurately. Homework activities include writing a shopping list. With parents' guidance, they write words such as 'onion', 'carrot' and 'apple', showing increasing pencil control. Teaching provides many opportunities for writing during the day. For instance, children are taught the correct formation of letters using pencils in their writing books, and they enjoy writing appointments in a diary in the role-play area.
94. Every child has regular opportunities to choose books, and during the inspection they enjoyed visiting the local library. The children are encouraged to read their books at home every weekend. They have individual word books which parents and teachers share, recording how often a short selection of important key words is practised. Teachers make very good use of 'Big Books' reading stories with expression, and drawing children's attention to letter sounds and similar patterns within the text. Children enjoy reading individually and eagerly fetch their book bags. They identify title and author confidently, and use prediction well when asked to say what might happen next.
95. Children make rapid progress because the skilled staff have a very clear understanding of literacy, and effectively place a strong emphasis on this area. The majority of children make very good progress and are well on course to achieve the early learning goals in this area of learning by the time they start in Year 1.

Mathematical development

96. Children begin school with very low levels of attainment in mathematical development. Teaching takes account of this in daily lessons, as well as providing informal opportunities in other activities during the day. Very good features include deliberately involving

mathematical ideas and vocabulary during registration, outdoor play and in art. For example, when children print a sequence of shapes they are encouraged to predict what shape and colour they will use next, and why.

97. Teachers' planning includes a good range of practical activities that are fun and enjoyable for all children, including those with special educational needs. For example, they enjoy writing correctly formed numbers on whiteboards in the right order and are eager to show all the class at the end of the lesson what they have achieved. Children enjoy playing in the class shop, using real vegetables, such as potatoes, counting out how many customers want and calculating how much they will cost. They correctly identify circles, triangles and squares and use their skills in art to make pictures using these shapes.
98. Children are beginning to develop a meaningful sense of time because staff refer to its passing frequently during the day. Children know the days of the week, and are gaining an understanding of the months of the year. The more-able children make very good progress learning how to 'count on' from a given number, in their heads. For example they calculate '2 more than 3' or '3 more than 5' putting the first number 'in their heads', and counting on. Children enjoy singing counting songs using their fingers to count forwards from 1 to 10.
99. The majority of children are well on course to reach the early learning goals in this area of learning by the end of the reception year with a few more-able children exceeding them. They are making good progress in the nursery and very good progress in the reception classes because of consistently very good teaching and support, and because mathematics features meaningfully in many of their day-to-day activities. Mathematical sessions are very well organised with very effective deployment of support staff. This means that teachers focus closely on children's needs.

Knowledge and understanding of the world

100. Most children enter school with limited knowledge and understanding of their world. In the nursery and reception classes they make very good progress because the staff plan a wide range of interesting activities and relevant experiences entirely suited to the children's needs. The rich and varied topics delight and stimulate children's curiosity in the world around them. For example, there are a number of containers in the garden planted with spring-flowering bulbs, such as daffodils.
101. Children have first-hand opportunities to look closely at living plants, such as primulas, and to use their drawing skills to record their observations. They sow bean seeds and observe how the seedlings germinate and unfold. They develop an understanding of what plants require to grow well, and what happens if they are denied water, light or warmth. The annual Spring visit to a local farm to see the lambs, calves and other farm animals is a positive help in the children's learning.
102. In school, children are excited to see what the inside of fruits looks like, for example melon, kiwi, plum and grapefruit. They enjoy tasting some of them and express surprise and delight when they see the inside of a grapefruit – 'It looks like red jam!' Further afield, children visit the Nativity in Polesworth Abbey and celebrate 'Pancake Day' as well as recognising other annual festivals, such as Easter and Mothering Sunday by making cards. They are beginning to gain knowledge and understanding of celebrations of other religions, such as Divali and Holi. Children use the class computer confidently. They have mastered the technique of 'click and drag', and practise their social skills when working together at one keyboard.
103. Because of the very good teaching and support the majority of children are well on course to achieve the early learning goals by the time they move in to Year 1.

Physical development

104. The provision for physical development is very good in the nursery and reception classes. There are well planned activities outside in the garden, on the playground, and in the school hall. There are many opportunities for children to develop their fine motor control skills, such as drawing, cutting and sticking. They use the computer 'mouse' with increasing accuracy and click accurately on small icons and characters on the computer screen.
105. On the playground, children are very well supervised as they work at a range of carefully planned structured activities. For example, they are encouraged to play co-operatively on large wheeled toys travelling carefully around the routes in an agreed direction. They learn to estimate distance and degree of turn, and control the speed of their travelling well. The children are taught to bounce, catch and retrieve balls of different sizes whilst standing still and on the move.
106. In the hall, most pupils wear suitable footwear, although they do not change into shorts and T-shirts, and not all wear shoes with suitable soles. They respond well to music, following instructions promptly to move around the hall in different ways – on tip-toe, galloping, walking and jumping. They make patterns in dance, using varied rhythms played on a tambourine as a stimulus. They know how to make good starting shapes and move through their sequence of movement, twirling or twisting as they listen to music by Vivaldi. Their response is excellent: they stay still, listen hard and move quietly in a controlled manner when given a signal to do so.
107. Provision for physical development is very good apart from a lack of suitable balancing equipment. The majority of children, including those with special educational needs make very good progress and are in line to achieve the early learning goals in this area of learning by the time they leave the reception classes.

Creative development

108. The provision for creative development is very good. Teachers plan carefully to provide a wide range of interesting activities which are attractive and fun to do. The teaching of basic skills is well planned. For instance, skills, such as cutting and sticking are clearly demonstrated by staff so that children have safe models to copy. Children become involved in a wide range of activities, such as painting, drawing, cutting and pasting, printing and modelling. They make pictures and simple puppets using materials and different papers such as tissue paper and drip paint on to wet paper to produce lovely smudgy paintings of flowers. Their responses are individual, and often linked directly to other experiences such as investigating number patterns in mathematics lessons.
109. The children take part enthusiastically in singing nursery rhymes and simple traditional songs, such as 'The Farmer's in his Den'. They enjoy exploring the sounds that can be made by striking percussion instruments in different ways and move in time to their playing of a pulse, walking and marching around the playground as they play drums, tambourines and woodblocks. Through these activities, they are developing their knowledge and understanding of pulse and rhythm.
110. Because of the good progress they make, the children are well on course to achieve the early learning goals by the end of the reception year. This is due to very good planning of imaginative and innovative activities that capture their interest and make their learning fun.

ENGLISH

111. Results in the national tests at the end of Year 2 in 2002 show that standards were:
 - well below average in reading and writing when compared with all schools nationally and when compared with similar schools.
112. In the 2002 National Curriculum tests for pupils in Year 6, standards were:
 - well below the national average when compared with all schools and when compared with pupils from similar schools.
113. Inspection evidence indicates that standards of attainment at the end of Year 2 and Year 6 are below those expected nationally. In the current Year 6, about two thirds are expected to reach the expected level for their age. The school has identified the raising of standards in English as a priority and has undertaken work to improve the quality of teaching, which is beginning to have an impact on standards.
114. Standards in writing are below average at the end of Year 2 and Year 6. Pupils undertake a wide range of different kinds of writing and are knowledgeable about the features of different genres. For example, they write letters to complain about poor service in a restaurant. Pupils in Year 6 analysed the structure of an adventure story and made good use of key phrases, such as 'Little did they know that...' and 'Being the girl she was...', in their writing.
115. Although some more-able pupils spell well, many have not been taught the specific knowledge and skills to spell the words they need. This is a weakness throughout the school. Younger children are not introduced systematically enough to hearing and reading the sounds in words and knowing how to produce those sounds in writing. Older children are not given sufficient chances to understand how spelling works through the study of, for example, common letter combinations and affixes.
116. Handwriting and presentation are poor. Whilst pupils have handwriting lessons, these are not frequent, consistent or rigorous enough to be effective and pupils are not sufficiently encouraged to apply what they do in handwriting lessons to their everyday work. Teachers give pupils helpful targets which focus them on aspects of structure, but not enough attention is given to spelling, punctuation and handwriting.
117. Standards in reading are below average throughout the school. The most-able readers reach the expected levels for their ages and read expressively and with enthusiasm. They discuss their favourite books and authors. However, their understanding is less secure and they find it hard to work out what the author is inferring. Middle ability and lower attaining readers of all ages read more hesitantly, finding difficulty in recognising word patterns.
118. Pupils in the Years 1 and 2 enjoy the reading scheme and make satisfactory progress, but they are not given sufficient opportunities to enjoy a wide range of reading material either independently or through being read to. Pupils have good, regular opportunities to read to the teacher or teaching assistant through guided reading but in these sessions they are not given enough time to practise their reading strategies independently or enough specific guidance on how to do this.
119. Pupils in Years 3 to 6 read enthusiastically and enjoy books. However, especially in Year 6, they do not have opportunities to read and discuss books regularly with a teacher and as a result their understanding of what they read is weak. Less-able pupils in Year 6 are not sufficiently supported in developing their reading and are still finding it hard to read the text given to them. As a result, they attain well below expected standards for their age and this limits the progress they make in other subjects. The school is aware that these are

problems and the English curriculum team is undertaking training, with the assistance of the local education authority's Literacy Consultant, in an effort to address them.

120. Standards in speaking and listening are below expected levels. This is an area that the school is already working on, and as a result, it is improving. This is because planning for English includes well-thought out opportunities to develop pupils' speaking and listening skills and pupils are regularly asked to work in a variety of groupings and contexts which encourage them to take an active role in speaking and to listen carefully to one another. For example, in a Year 2 class, pupils were given, in pairs, the name of a character from a traditional tale. When they had discussed this with their partners, they were asked to give the rest of the class clues so that the character could be identified. They did this clearly and confidently and most children listened well. In Year 6, pupils were asked to evaluate each other's work and make comments. They did this sensitively and sensibly and used appropriate language to describe strengths and weaknesses.
121. The quality of teaching in English is satisfactory overall, with some examples of very good or excellent teaching, and one unsatisfactory lesson. Planning is good, with clearly identified objectives which are shared with pupils and a variety of teaching methods is used. In whole-class sessions, questioning does not always challenge the most-able pupils or support the least able. They are occasionally given misleading information by their teachers, because teachers' own understanding of the subject is not always secure. However, teaching assistants are often used well, and sometimes very well, to help less-able groups participate effectively. Where teaching is good or better, teachers' subject knowledge is secure and this helps them to explain the purpose and content of the learning clearly to the pupils. This ensures that pupils, including those with special educational needs, make good progress in the lessons. Where teaching is very good or excellent, pupils are totally engrossed in the learning and are developing a love of language. For example, pupils in a Year 2 class enjoyed turning sentences into 'super-sentences' by adding adjectives and more exciting vocabulary. The more-able pupils in this class made complex sentences by adding connectives. As a result of the excellent teaching, they were able to discuss what they were doing and knew how it would impact on their writing. Marking is often used effectively to tell children what they can do and what they need to do to improve, but teachers sometimes accept that pupils have achieved objectives on too little evidence and do not give them time to follow-up and consolidate learning. The teaching of basic skills, such as spelling, handwriting and punctuation is a weakness which prevents children reaching their full potential.
122. Resources for English are adequate. The reading scheme for the infants is useful in providing a basic structure but does not offer pupils a wide enough range of reading material. Both the infant and junior libraries are well kept but, partly because of the small size of the rooms, pupils do not have enough chances to use them systematically either for pleasure or to support learning in other subjects. The infant library is well stocked, but the level of difficulty of some books is inappropriate for the age group.
123. Literacy is used satisfactorily to enhance pupils' learning in other subjects. They record their findings in science and write about what they have learned in history. Information and communication technology is used satisfactorily, though the low quality and number of computers means that this is not used as well as it could be.
124. Leadership and management of the subject are good. The curriculum team has a good understanding of the strengths and weaknesses in the subject and has appropriate plans to make improvements. The work they have carried out with the local education authority's Literacy Consultant has been helpful in supporting the work and plans are in place for this to be continued. Currently, they do not monitor effectively enough and, as a result, some of the developments they are trying to put in place are not moving forward as fast as they could.

MATHEMATICS

125. In the 2002 national tests for pupils in Year 2 and in Year 6, standards were well below the national average when compared with all schools. When pupils' results are compared with those of pupils in similar schools, they were well below average in the Year 2 tests and below average in the tests for Year 6 pupils. Standards in mathematics do not reach national averages because there are too few pupils working at higher levels and a larger than average number do not reach the expected levels. However, the school's success in increasing the number of pupils reaching average standards reflects good leadership of the subject and many recent helpful initiatives which are helping the pupils to achieve well. Overall standards for the current Year 2 and Year 6 groups are below average.
126. By the end of Year 2, most pupils explain how they add eleven to a number by adding ten, then another one. Boys and girls have a sound understanding of place value, knowing that the '4 in 43 is worth 4 tens'. They use their understanding of number to solve money problems, such as adding the value of coins and then calculating how much change is due from a purchase. They record information that they have gathered, such as quantities of different kinds of litter, on charts. Most pupils begin to equate everyday objects, such as bricks, lengths of ribbon and tables with different measurements. Pupils who are most confident with the subject begin to understand fractions and solve problems using their knowledge of clocks and time.
127. By the end of Year 6, pupils understand place value and many read large numbers, such as 620,002, accurately. They double fractions and numbers with one decimal place mentally, not needing paper and pencils. However, they are less confident in estimating the result of multiplying '51 x 47' without making notes. Most pupils confidently find '10 per cent' and '15 per cent of 60' and explain their individual strategies for their calculation. They have a sound understanding of the suitability of different units of measurement for different purposes. For instance, they identify how to measure the perimeter of the classroom and suggest a metre stick would be useful. The most-able pupils work rapidly and confidently and read word problems carefully and accurately. This enables them to apply their skills successfully to solve problems, such as: 'I buy 8 cakes and share them equally between my class. Each child gets one third of a cake. How many children are in my class?' The lower-attaining pupils are often hampered in mathematics because they lack confidence in expressing themselves verbally so they have difficulty in explaining their strategies. They are often slow in reading problems and in formulating their ideas.
128. The teaching of mathematics is good throughout the school and helps pupils to make good progress in the subject. This is because of consistently good lesson planning which identifies very specific learning intentions for different groups of pupils in different parts of the lesson. This ensures that pupils, including those with special educational needs, make good progress in their learning. The strong planning makes good use of assessment information to support learning and teaching and thus enables most pupils to achieve well. It means that teachers:
- share lesson objectives with pupils and encourage them to evaluate their learning in relation to these at the end of the lesson;
 - provide clear explanations and move pupils logically through tasks so that they gradually develop their skills and their understanding;
 - use resources well to support their explanations;
 - keep pupils interested because lessons proceed at a suitable pace;
 - have good relationships with pupils who are motivated to work hard;
 - have high expectations of pupils' effort and so challenge most pupils well most of the time;
 - provide sound opportunities for social development when they encourage pupils to share ideas with a partner.

Where some or many of these aspects were evident pupils worked hard and made good progress in lessons.

129. On occasions there are areas for improvement. The most common of these is the quality of marking which is too often merely a tick or a cross. While some teachers take care to provide constructive comments to enable the pupils to make the greatest progress, this practice is inconsistent and opportunities to extend pupils' ideas are often missed. Similarly, in spite of long lessons, the summing up part of the lesson is rushed and opportunities for pupils to consolidate their learning through a final discussion are missed. These inconsistencies mean that teachers' expectations of the most able pupils are not always high enough.
130. The curriculum management team is good. They have worked together very conscientiously this year to raise standards and this is beginning to have an effect. Significant and positive initiatives include:
- one of the team becoming a leading mathematics teacher and providing demonstration lessons for less confident teachers;
 - the team working very closely with the advisory service to provide in-service training for colleagues;
 - the use of assessment information to identify specific pupils who are likely to increase their level of attainment with targeted help, and making colleagues aware of these pupils;
 - providing an extra member of staff to create smaller teaching groups in Years 4 and 6;
 - increasing analysis of test results in order to identify common errors.
131. The team is newly formed and these initiatives are too recent to have had enough effect to enable more pupils to reach higher levels of attainment, though the subject is well placed for further improvement.
132. Pupils use their numeracy skills well in other subjects. For example, they make a variety of accurate measurements in design and technology whether making a toy with moving parts or a Mothers' Day card. In physical education, they use stopwatches and metre sticks to assess their progress against personal athletics targets. However, as the management team recognises, the use of information and communication technology is under-developed in mathematics. While there are plenty of good quality resources for most aspects of the subject, there are very few accessible and reliable computers and so they are seldom used in mathematics.

SCIENCE

133. Standards are below the levels expected nationally at the end of Years 2 and 6. They have improved since the national tests and assessments in 2002 which showed attainment as well below the national average at the ages of 7 and 11. The results in Year 2 were particularly disappointing and were mainly attributable to the difficulties in one of the Year 2 classes which suffered much disruption over the year resulting in pupils making insufficient progress. Pupils achieve satisfactorily overall but make good progress throughout the school in their experimental and investigative skills. Pupils with special educational needs make good progress throughout the school. There are no significant differences in the performance of boys and girls.
134. Strengths in the subject are:
- the opportunities for pupils to carry out investigations and the good progress in developing the investigative and experimental skills;
 - the good quality of teaching and learning;
 - pupils' good attitudes and behaviour.

135. Areas for development include:
- the development of recording skills;
 - the use of a common investigation plan;
 - more emphasis placed on older pupils explaining how their work could be improved.
136. By the end of Year 2, pupils fail to meet expected standards overall because around 20 per cent are lower attainers and are unlikely to achieve nationally expected levels. Almost all pupils carry out simple investigations well, when, for example, they consider how the different slope of a ramp affects how far a toy car will travel. A positive feature of these lessons is the way that all pupils are encouraged to predict what will happen and why. Most pupils are starting to understand why a test is fair and sensibly suggest what they will keep the same and what they will change. Although some lower-attaining pupils receive considerable support using prepared recording sheets, a few higher attainers consider their own recording methods. However, overall it is the recording of their work that is a weakness. At the end of the lesson, they begin to discuss if things turned out as expected. Most pupils have a satisfactory knowledge and understanding of materials and their properties. They recognise and classify man-made and natural materials. Most pupils know that heating causes some changes to materials, such as wax and this change can be reversed on cooling. Following an investigation, pupils show sound knowledge of what happens to ice when it is left to melt. They understand that pushes and pulls are forces which make things move. Almost all pupils understand that air exerts a force and a significant minority understand that the heavier the object the greater the force required to move it. They understand that some materials change shape when they are bent or stretched. In their work on physical processes, pupils know that a complete circuit is needed for a bulb to light and they draw a circuit diagram accurately.
137. By the end of Year 6, standards overall are just below the levels expected nationally because too few pupils are at the levels expected for 11-year-olds. Pupils between Years 3 and 6 build well on the experimental skills which they have acquired earlier. Investigations are carried out effectively but some investigation plans miss out the crucial stage of prediction and fail to consider how the experiment can be improved in the future. This inconsistency should be dealt with so that pupils get into the habit of predicting and hypothesising. A further weakness in much of the work prior to the inspection was the lack of opportunities for pupils to select their own equipment for the experiment and to record work in their own way. By the end of Year 6, pupils predict what will happen and the higher-attaining pupils in particular use scientific knowledge to make generalisations, when for example, they work on the problem: 'Does the height from which a raindrop falls affect its width of spread?' Pupils benefit from a broad curriculum and they make satisfactory progress in their knowledge and understanding of life and living processes, materials and their properties and physical processes. They have a satisfactory understanding of the position and function of bones and organs in the human body and there are sound links to healthy lifestyles. For example, they are aware of the dangers of substance abuse and they understand the importance of exercise on the body. In work on materials, pupils distinguish between solids, liquids and gases and identify which materials make good thermal insulators or conductors of electricity. Pupils' scientific vocabulary improves well in their work on physical processes as they use terms including opaque, transparent, soluble and insoluble.
138. The quality of teaching is good in Years 1 and 2 and satisfactory overall for Years 3 to 6. Overall it is judged as satisfactory. Throughout the school, lessons are effectively planned with learning objectives linked to the National Curriculum. Pupils know what they are going to learn because their teachers explain the purpose of the lesson and regularly revisit this through the lesson. In the lessons seen, work was set at different levels to meet the needs of all pupils. Analysis of pupils' work, however, shows that this does not happen consistently and all pupils are set the same work, with their achievements judged by the amount of work they complete. Pupils are kept interested in most lessons because

of the brisk pace. In the better quality lessons, where teaching is good, teachers review the previous work very well to assess prior knowledge and build on pupils' understanding. They give pupils opportunities to develop social skills by working in groups. Subject knowledge is secure and there is a reasonable emphasis placed on developing vocabulary. Pupils in Year 6 were challenged by the work when asked to generalise in an investigative lesson. This showed that the teacher had a high expectation of pupils. Teachers ensure that all pupils are fully included in the lessons by giving extra support when necessary, through, for example, signing for the hearing impaired or through the support of a classroom assistant. Work fully meets the needs of pupils with special educational needs. Teachers relate well to their pupils and encourage effective moral development through their expectations of good behaviour. Analysis of work shows that all work is marked but there are few examples of teachers using marking to develop learning by posing questions and setting challenges.

139. Teachers develop numeracy strategies effectively in science. Measurements are taken and graphs used to record investigations. Literacy skills are promoted less well because on too many occasions pupils are directed in their recording. There is satisfactory use of information and communication technology in the subject through the use of databases.
140. There is currently satisfactory management of the subject, mainly because the team is newly formed. They now have a clear vision, a better understanding of their roles and a commitment to raising standards. However, the impact of their work is currently limited. For example, last year a different team failed to recognise and deal with the issues of low standards and unsatisfactory provision in one of the Year 2 classes. There are sound assessment procedures and the results of these are used to provide individual targets which are used satisfactorily to improve standards. There is a good curriculum which is enhanced by visits, for example to the Botanical Gardens in Birmingham, and by visitors, including experts from the National Space Centre who brought an inflatable planetarium to extend the understanding of pupils in Year 5. The good resources are used effectively to develop learning and raise standards.

ART AND DESIGN

141. Standards, throughout the school, are in line with those found nationally. This is a significant achievement and is due to the efforts of staff who work hard to provide pupils with good teaching and a rich set of learning opportunities.
142. Teaching is good throughout the school. Pupils, including those with special educational needs, make good progress. The good teaching is characterised by:
- the teachers' enthusiasm for the subject, which is passed to the pupils;
 - the teachers' good knowledge of the subject which is used to teach basic skills well;
 - the teachers' good relationships with pupils, conveying a love of the subject;
 - high expectations of pupils.
143. Teachers enhance their good teaching with the use of attractive displays of pupils' artwork. This shows pupils that their work is valued and it gives high status to the subject. Teachers regularly use the work of famous artists as starting points for the pupils' own work. By Year 6, pupils have studied a wide range of artists from different cultures and times and they have used a diverse array of art media.
144. Although no art teaching was seen in Years 1 and 2 during the inspection, the analysis of pupils' work and other evidence indicates that pupils are taught well. By Year 2, pupils have studied the work of Van Gogh, Kandinsky and Seurat, experimented with textures in collage, designed carpet decorations and moving vehicles, and practised a variety of drawing and painting techniques. Pupils in Year 1 skilfully use the pointillist style of Seurat to ensure the 'dots' in their paintings are of the right density and spacing. By Year 2,

pupils experiment with their drawing, using different grades of pencil well to show textures, light and shade. They show detail well, when, for example, they draw the component parts of a bicycle and a skeleton. They are beginning to observe well and to record their still-life work mostly in proportion.

145. In a very good Year 3 lesson, the teacher's enthusiasm infected the pupils as she used her good subject knowledge to confidently demonstrate stencil and printing techniques. As a result, the pupils were keen to make their own stencils and printing blocks and to copy the teacher's stippling skills. The teacher challenged the pupils to create ever more complex patterns by rotating the printing blocks and using a range of colours. This ensured that pupils of all levels of ability were being stretched as well as learning new skills. By Year 6, the pupils have built on their earlier work and developed their learning in art through a rich variety of media and resources. They describe accurately the characteristics of the paintings of Gustav Klimt. They talk knowledgeably about his use of colour and shapes and the moods conveyed by them, and they compare him to other artists. They readily recognise the works of Van Gogh, Lowry, Cezanne and Mondrian. Their ability to observe closely and produce drawings in proportion is demonstrated well in their life drawings of each other, presented from different angles. Their well-developed drawings depict shade and tone well and they generally show a sound understanding of pattern, line, shape, form and space.
146. There are examples of information and communications technology being used well in art in Year 1 when pupils compose pictures of houses, gardens and their families using an art program. However, technology is under-used overall to support learning in art.
147. The subject is led satisfactorily by the curriculum team. Plans are in place for a review of the school's provision for art in the near future. Specific areas for consideration during the review should include the time allocation for the subject and the development of a policy and an appropriate scheme of work.

DESIGN AND TECHNOLOGY

148. Standards are in line with national expectations by the end of Years 2 and 6. Pupils make satisfactory progress because teachers follow a structured scheme of work, thus ensuring that work builds carefully on previous learning. Pupils with special educational needs make similar progress to other pupils.
149. Pupils complete projects that enable them to apply and improve their skills in designing, making and modifying the things that they make. Pupils work with a range of tools, equipment, materials and components to make products of increasing quality. Teachers place a correct emphasis on the designing and evaluation of the subject. This ensures that most pupils meet expectations in their ability to plan, label parts and list components.
150. By the end of Year 2, pupils design and make a vehicle with moving parts using a range of materials and joining components. They evaluate their finished product and describe what they like about their vehicle and how they would improve a future model. By the end of Year 6, pupils make slippers, after considering the design features and properties of materials. Pupils successfully make a template for a slipper and select and join materials to complete a finished product. They talk enthusiastically about their experiences, describing clearly the stages of the making process and have sound ideas as to how they would improve a future product.
151. Teaching is satisfactory overall, although very good teaching was observed in Year 6. Very good features of this lesson included the choice of an imaginative topic which was planned carefully to challenge pupils to work as a production team, drawing upon the knowledge and skills they had used in previous projects. Pupils responded with

enthusiasm and motivation, working very hard to produce cards for Mothers' Day. When teachers give clear instructions and explanations, pupils understand the requirements of the task and, as a result, they quickly get on with their work. Good use of questioning encourages pupils to carefully consider the making process and components they are using. However, when the organisation of resources and materials is not carefully planned, pupils become restless, lose concentration and cause disruption when they move around the classroom unnecessarily.

152. There are good links with other subjects. Pupils in Year 5 use a tally chart and bar graph to show favourite sandwich fillings. There is evidence of frequent use of measuring and of speaking and listening when pupils discuss their planning, making and evaluations. Links with information and communication technology are evident, such as through the use of the digital camera to record pupils' work.
153. The subject is led satisfactorily though procedures for assessment are inconsistent. Pupils evaluate their work with teachers; photographs are used as evidence of completed work. However, there is no evidence of the use of assessment to inform planning of future work.

GEOGRAPHY

154. By the end of Years 2 and 6, standards meet expectations and pupils, including those with special educational needs, make satisfactory progress in developing their geographical skills, knowledge and understanding. Younger pupils make good use of their literacy skills when they label maps and older pupils make satisfactory use of their writing skills when they write about geographical issues, such as pollution. Throughout the school, pupils make good use of their numeracy skills when they record information in charts and graphs, such as the rate of rainfall over a year. There was very little evidence of pupils using and applying information and communication technology skills when working in the subject.
155. By the end of Year 2, pupils use vocabulary associated with the subject when they draw maps onto grids and write a simple key, identifying mountains, rivers, roads and bridges. They compare an imaginary Scottish island with their own area of Stoneydelph. Through writing about why they like living in Stoneydelph, they begin to understand the link between physical features of an area, and how people live their lives.
156. By the end of Year 6, pupils have increased their awareness of different locations to include an understanding that climate, and therefore landscape, is affected by proximity to the Equator. They confidently find different continents in a world atlas and use the atlas to make reasonable assumptions about the landscape of different countries. This was evident when they identified mountains, desert and airports in Morocco. Girls and boys have a sound understanding of how people may either damage or support the environment and associate many problems with too much traffic. In a very good lesson observed, pupils learned about the relationship between advancing deserts and human survival. In conversation, pupils communicate moral outrage at people who throw down rubbish and feel strongly that, 'If you cut down a tree you should plant two more'.
157. Only two geography lessons were observed during the inspection, both in Year 6, so there is insufficient evidence to make a secure judgement about the quality of teaching. Judgements about pupils' attainment and progress are made from an analysis of pupils' work and discussion with pupils. However, from the evidence available it is clear that teachers' planning meets the requirements of the National Curriculum at a suitable level for pupils in spite of timetabled time which is about half of that recommended. Evidence also indicates that pupils do not use the subject to write extensively. Of the two lessons seen, one was satisfactory and one very good. The strength of the very good lesson lay in the practical demonstration with a hairdryer and tray of sand and soil which captured pupils' imaginations and enabled them to appreciate the impact of wind on open land.

158. The management of the subject is sound. The curriculum team works together successfully to ensure that the curriculum reflects requirements and the latest guidance and that there are sufficient resources. However, because of other priorities the subject has not been a focus for development. Consequently, monitoring of the subject so that the management team is clear about standards and how to improve them is unlikely before the school year 2003/2004.

HISTORY

159. By the end of Years 2 and 6, attainment is in line with national expectations. This is a positive achievement, given the very low standards of pupils when they enter the school.
160. The quality of teaching is good throughout the school and, as a result, pupils, including those with special educational needs, make good progress and they develop positive attitudes to the subject. The teachers have a sound understanding of the basic skills and they teach them in a lively way, capturing the pupils' imagination and, in many cases, developing a love of the subject. Teaching is enhanced in all year groups by the imaginative use of special theme days. Pupils dress up in period costume and visiting specialists use drama and artefacts to successfully capture the enthusiasm of pupils and deepen their understanding of the subject. Coupled with the effective use of school trips, visitors and eye-catching displays, there is very good enrichment of teaching and learning.
161. In a very good lesson seen in a Year 2 class, the teacher had invited a visitor to be questioned about her trip to the seaside, as a young girl, shortly after the war. The teacher's planning included details of how she was to ensure that all ability groups were challenged appropriately. For example, some pupils were given prepared questions which were matched in their difficulty to the abilities of the pupils, while other pupils were encouraged to think of their own questions. This ensured that all pupils made good progress, at their own level. The teacher shared the learning objective for the lesson with the pupils and challenged them to formulate success criteria. In reply, one pupil said, 'We will have asked questions and found out about our visitor's day out'. As a result of this very good teaching strategy, the pupils understood the purpose of the lesson and could judge whether their learning had been successful. The teacher skilfully guided the lively lesson that followed. She ensured the pupils increased their knowledge and understanding of transport and living conditions in the 1950s, and further developed their skills in using questioning and photographs as sources of historical evidence.
162. By Year 2, pupils compare Britain today with how it was in the 1950s, and some older pupils place Samuel Pepys and World War Two on a timeline to show when events happened. They are beginning to develop a sense of chronology and they are acquiring a satisfactory range of knowledge and understanding of people and events in the past.
163. Good teaching was seen in Years 3 to 6. In a Year 4 lesson on 'The Tudors', the teacher made sure that the pupils understood the purpose of the lesson by explaining the learning objectives. Her effective questioning skills revealed that the pupils already had a firm foundation of knowledge of William Shakespeare and the Tudors, as she set about building upon this. She used a time-line effectively to locate when Shakespeare lived, and to reinforce the pupils' understanding of chronology. She set a number of short, timed tasks which helped to maintain a brisk pace in the lesson. The pupils were well motivated by the teacher's imaginative methods, whereby pupils took turns to play the role of Shakespeare, using their historical knowledge and understanding well to answer thoughtful questions posed by the class. The teacher skilfully discussed and elaborated upon some of 'Shakespeare's' answers as she extended the pupils' learning further, before leading into a reading of a Shakespeare play.

164. By Year 6, the pupils have a sound base of knowledge and understanding of people, periods and events in history. For example, their study of Ancient Egypt has led to a broad knowledge of the lives of different classes of people from that time, and of their beliefs. They know where and how to obtain historical information from a range of sources and they know how to check for bias. They present their findings in a variety of interesting and creative ways. For example, by preparing an instruction leaflet on how to mummify the body of a Pharaoh, complete with a list of ingredients.
165. Although there is some evidence of the Internet being used for research, information and communication technology is under-used in lessons. Opportunities are missed for this technology to contribute more to pupils' learning. The subject makes an effective contribution to the development of pupils' literacy skills through discussion and their recording.
166. The subject is led satisfactorily by the curriculum team, though the monitoring of teaching and learning is not always effectively focussed. In order to raise standards further, the school should review the amount of time allocated for the subject and improve the arrangements for assessing pupils' achievements.

INFORMATION AND COMMUNICATION TECHNOLOGY

167. Standards are below national expectations at the end of Year 2 and Year 6. Throughout the school, pupils' including those with special educational needs, make satisfactory progress overall but this is limited because the resources are unsatisfactory and pupils do not have enough opportunities to use computers. It is the good teaching for pupils in Years 3 to 6 that allows them to make satisfactory progress, in spite of the low quality resources.
168. Strengths in the subject are:
- the subject is well led and managed and there is a clear vision of how the subject is to develop.
169. Areas for development include:
- providing enough equipment for demonstrations or lesson introductions for whole classes and for pupils to apply their skills;
 - the inconsistent use of technology to support teaching and learning in most subjects.
170. Whilst progress throughout the school is satisfactory, it is seriously affected because most of the computers in a small suite are outdated and slow. In fact, four of the 13 computers in the suite were not working during the inspection week. With only one computer in each class, pupils do not have sufficient time to apply their new skills and can easily forget what they have learned over time.
171. In the Year 1 and 2 classes, pupils have reasonable keyboard skills and are confident in using the computer for word processing. Pupils learn the basic skills of how to control the 'mouse' and choose options on the screen. For example, in Year 1 they use a program which allows them to use the 'mouse' to drag pictures of characters onto the screen and to draw pictures of a house. They are increasingly aware that information can be presented and given in many ways and that it comes from different sources. They drag and drop text and images to tell the story of the life cycle of a bean. Higher attainers add their own information to this work. Pupils in Year 2 confidently print their word-processed work, choosing and using different fonts and sizes. They know how to give instructions to a floor robot and thereby enable it to draw shapes such as a square.
172. In Years 3 and 4, pupils' progress is not as good as in most other year groups. In these year groups, pupils are beginning to understand that a database can be used to generate

and interpret information but they need much help and guidance to do so. Progress is more pronounced in Years 5 and 6. In Year 5, pupils were able to give directions to a computer to enable a traffic light on the screen to light up. Pupils were thrilled to see the impact of their work. Pupils make a growing but irregular use of the Internet, especially the websites that may help them in their research. Pupils have used electronic mail and sent messages to classmates and their teachers. In Year 6, pupils sort information into various accounts, such as newspaper reports and have combined text with art, sound and graphics programs, some of which are downloaded from the Internet and CD ROM. Pupils in Year 6 have created multi-media presentations for younger pupils in school. Pupils know how to set up and use simple spreadsheets and they have used sensor technology to identify changes in temperature in various places in the room.

173. The quality of teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. Teachers plan lessons with clear purposes and based on the evidence available they use appropriate methods to reach these objectives. Teachers' knowledge of how to use information and communication technology to enhance teaching and learning is sound overall and, in some cases, for example in Years 5 and 6 is good. They encourage pupils to become aware of the uses of information and communication technology in the home and elsewhere and recognise the benefits of using computers. They showed this to good effect when pupils used a microscope attached to the computer to view materials in their science work. There is a little evidence that pupils in Years 1 and 2 use information and communication technology to draw maps in their geography work but overall it is not used regularly in other subjects.
174. Teaching in Years 3 to 6 is good. The better quality lessons are exemplified by the teachers' secure subject knowledge and the way that they encourage independent work. They only intervene when they have to. Sometimes lesson introductions are hampered by the lack of suitable equipment for demonstrations to the whole class. For example, it is difficult for all pupils to view instructions when these are displayed on a normal screen. However, the teachers do ensure that they give very clear directions and lower-attaining pupils are supported well by their classmates. In a lesson for pupils in Year 5, the teacher reminded them of the work they had been doing using a device and program which enabled them to control and sequence events and provide instructions to make things happen. As a result, pupils made good progress in the tasks set and demonstrated full involvement and a commitment to achieving success. The pupils' attitudes to their work are good and they work enthusiastically when they have sufficient time at the computer. They are keen and thoroughly enjoy using the range of information technologies. They listen to instructions carefully, treat equipment with respect and are eager to develop their skills. All lessons in the junior classes have thorough introductions with clear explanations of what pupils needed to do. Teachers have established effective routines of working and this means that time is used well and pupils are self-disciplined when working with minimal supervision.
175. The subject is well led and managed despite the limited resources. The curriculum team has wisely saved the funding from the New Opportunities Funding to make major purchases to support the subject. An effective action plan for the subject's development has been drawn up, identifying the strengths and areas for development. The team is fully aware that there are not enough computers for teaching the subject and for learning in other subjects. It recognises that manageable assessment procedures need to be implemented consistently in order to give the teachers helpful information about how well individuals and groups are learning. At present, this information is a little haphazard in some classes.

MUSIC

176. Standards by the end of Years 2 and 6 are below national expectations, especially in the performing elements of the subject. Pupils, including those with special educational needs, achieved well in lessons due to the good quality of teaching, but their attainment overall remains below the standards expected for their age. Evidence indicating lower than average standards over time has been obtained from analysis of pupils' work, displays and documents as well as from discussions with staff and pupils. The main contributory factors include:
- teachers' insecure knowledge of the subject;
 - insufficient progression between and within year groups;
 - lost opportunities to enrich pupils' musical knowledge and understanding;
 - a lack of planned opportunities for spiritual and cultural development;
 - a lack of systematic monitoring by the co-ordinators.
177. In line with the school's strong policy on educational inclusion and special educational needs all children and pupils are included in music lessons and activities such as visits, or listening to visitors.
178. In Year 2, pupils explore the musical element of pitch. They use three chime bars of differing lengths and investigate the sounds that they produce. They record their explorations in simple terms using vocabulary, such as 'high', 'middle' and 'low', so that they can perform their patterns to each other. Pupils in Years 5 and 6 use a range of percussion instruments when composing their own music. The main focus of their learning is composition, although there are different stimuli for their tasks. For instance, Year 5 pupils' compositions reflect previous experience of listening to Holst's 'Mars, Bringer of War' from the 'Planets Suite'. Year 6 pupils are working similarly, composing a piece of music to introduce a new television quiz programme.
179. The quality of teaching varies but overall it is satisfactory. Teachers' skills are secure in:
- planning;
 - making lesson objectives clear;
 - managing behaviour.
180. However a lack of subject knowledge inhibits teachers' ability to develop pupils' learning well enough, and expectations are often too low. Occasionally, lessons are too long and the overall pace is not fast enough, so pupils have too much time to explore and record their compositions. Teachers plan thoroughly, and provide good opportunities for pupils' personal and social development. While pupils are exploring and practising their compositions, teachers use their time efficiently, visiting each group to encourage concentration and discuss what is being achieved. Support staff are deployed very well. For example, in a Year 6 lesson, pupils are divided into two groups with one half of the class working with the teacher and the other half in an adjacent area working with the teaching assistant. All staff manage challenging behaviour with patience and sensitivity. The quality of peripatetic instrumental teaching is high because of very good knowledge of the subject and the very good use of assessment which develops pupils' learning at a fast rate.
181. Pupils' attitudes in lessons are good in Years 1 and 2. The majority are very enthusiastic, behave well, and are keen to show others what they have achieved. Attitudes are satisfactory in Years 3 to 6. Most pupils pay attention, listen to instructions and concentrate well although a few allow their behaviour to falter when the teacher's attention is engaged elsewhere. Most handle the instruments with care, and know how to play them properly. For example, very young children appreciate the need for triangles to 'dangle, so the sound rings'. However, a small minority of older pupils do not always treat instruments with the care they deserve and are more intent on producing mere sound rather than music.

182. Links between music and other areas of the curriculum are limited. The use of information and communication technology is under-developed and in discussion, pupils appeared largely unaware of music of other times and cultures. Links with literacy are missed. For instance, pupils listening to the story of 'The Sorcerer's Apprentice' are not given the chance to hear the exciting music on the same subject by Dukas. Opportunities to enrich pupils' spiritual and cultural development are not planned and are notably lacking. However, when opportunities do arise some teachers use them well to promote feelings of amazement and wonder. For instance, Year 4 pupils listened to 'Morning' by Grieg and 'Albatross' by Fleetwood Mac, and showed clearly how the music affected their feelings. One pupil said, 'It made me feel that blossom was falling gently on me'. Very young children respond in movement to music by Vivaldi and Bach, twirling and swaying gently or lying in complete stillness for a few moments, listening at the end of their lesson.
183. Singing in assemblies is satisfactory. Pupils follow the words and sing along accurately enough with a taped accompaniment but their performance lacks dynamics, attack and positive rhythms. For instance, in a song with a repeated refrain, pupils were not required to enliven their performance by using dynamics or clapping. A strong feature, however, is the way many simultaneously sign following the skilful leadership of a specialist teacher who signs the text for the hearing impaired pupils, some of whom join in with the singing enthusiastically.
184. There are well attended extra-curricular activities available for all pupils including those with special educational needs, such as choir and recorder, and visitors to school such as a drummer enrich pupils' experience of the wider world of music. Many pupils take part in annual traditional festivals such as Christmas concerts that are well attended and much appreciated by parents.
185. The co-ordination of music is satisfactory. It was reorganised two years ago and follows the school's curriculum team system. So far this system has yet to have an impact on the standards in music throughout the school and on staff expertise. Resources, including some to support multi-cultural development, are good. The school is fortunate in having a room set aside for music.

PHYSICAL EDUCATION

186. It was possible to observe a good range of lessons covering Years 1 to 6, leading to judgements that pupils, by the end of Years 2 and 6, achieve satisfactorily and attain standards similar to those expected nationally. As this is the first inspection for the school, it is not possible to make a judgement on progress made over time. The quality of teaching overall is satisfactory and this supports the satisfactory progress pupils, including those with special educational needs, make in their learning.
187. In Years 1 and 2, lessons in dance and games were seen. In the dance lessons, the teachers used taped broadcasts to help them to cover the National Curriculum requirements for the subject. Whilst this approach gives the pupils satisfactory experiences of dance, it inhibits their opportunities to develop dance sequences for themselves, as the tapes tend to be prescriptive about what the pupils do in each lesson. Equally, it does not allow the teachers to use their own knowledge to help the pupils to improve their performance stemming from their own ideas. However, in these lessons, the pupils took an active part and performed the dance routines that they had learned in a satisfactory manner. The Year 1 dance was based on 'The Greedy Zebra' and the pupils turned and twisted at different speeds and levels to show the movements of different animals. When they were acting as elephants, for example, they took slow ponderous steps whilst as snakes they slithered along the floor, twisting as they moved. The Year 2 dance lesson showed how the pupils had developed their movements indicating satisfactory progress. In this lesson, their movements were based on an Indian Folk

Dance. They used a wide variety of recently learned movements, varying the pace well according to the music. The games lesson in Year 1 was satisfactory overall, but the teacher in this lesson experienced some difficulty in managing the pupils. However, the pupils improved their skills in throwing and catching beanbags satisfactorily. Most of the class, by the end of the lesson, were able to throw and catch whilst on the move.

188. Between Year 3 and Year 6 pupils continue to make satisfactory progress and meet national expectations in their work by the end of Year 6. They are given the opportunities to engage in a good range of activities to ensure that the national requirements are taught. They have lessons in dance, games, athletics and swimming. From Year 3 onwards pupils develop skills in games. They play hockey, for example, and are taught the skills needed to improve their levels of performance. They are taught to pass the ball, to control it whilst dribbling and to stop and shoot. Pupils are given opportunities to develop their performance in athletics when, for example, they undertake coaching sessions in the hall. In a Year 5 class, for example, they work on circuit training exercises to improve their own performance, each pupil having been set his or her personal targets. A Year 6 dance lesson was marred by the attitudes of a significant minority of pupils, mainly boys, who feel that dance is not appropriate for them. As a result, this group of pupils made limited progress in the lesson, though the rest of the pupils were generally keen to improve. The regular swimming sessions provided for the pupils means that many reach the appropriate standards and manage to swim 25 metres before they leave the school.
189. The school bases its planning predominantly on a commercial scheme of work, with additional elements taken from the Qualifications and Curriculum Agency's scheme. This combination gives satisfactory coverage of the national requirements for the subject. The school improvement plan identifies areas for development within a two-year cycle. The current focus is on dance. For most classes, this allows for sound development. Unfortunately, a significant minority of the older boys are not inclined towards this element of the curriculum, and do not bring their change of clothes on days when dance is to take place. They disturb other pupils in lessons and do not take an active part. The school has sound links with other schools through physical education. Pupils take part in competitive sports events with other schools, such as football and athletics competitions.
190. The subject is led satisfactorily by the curriculum team, which also has responsibility for music and art and design. The school caters for all groups of pupils well and has a policy of full inclusion. The pupils from the Hearing Impaired Unit take a full and active part in physical education lessons. They are well supported by the support assistants who use sign language in order to ensure that pupils know what they are to do within the lessons.

RELIGIOUS EDUCATION

191. Standards are below those expected for children by the end of Years 2 and 6. Judgements are derived from:
- an analysis of documents, such as the locally agreed syllabus, policies and planning;
 - an analysis of pupils' work;
 - lesson observations;
 - attending assemblies;
 - discussions with staff and pupils.
192. The main contributory factors indicating low standards include the few opportunities for pupils to record their own knowledge and understanding of religion, meaning, issues and lifestance, as identified in the locally agreed syllabus, under-developed monitoring of teaching and learning by co-ordinators, and a lack of progression between years. For instance, Years 2 and 6 have studied 'special places' with little discernible difference in their work. Most notable, however, is the lack of planned opportunities for the systematic and progressive development of pupils' spiritual and multi-cultural awareness.

193. In line with the school's strong policy on educational inclusion and special educational needs, all pupils have access to religious education, assemblies and festivals, such as Christmas. The few pupils who are withdrawn from lessons and assemblies are supervised by a rota of parents.
194. The youngest children experience stories to enrich their knowledge and understanding of what is right and wrong. They are beginning to develop an awareness of the world around them, responding with curiosity and imagination to a wide range of interesting activities that their teachers make available. In Year 2, pupils are beginning to recognise words and items associated with religions, such as Christianity and Hinduism. For instance, pupils listen to the story of the creation from an illustrated Bible, and are beginning to understand similarities between the Hindu and Christian accounts of creation. 'Both begin from darkness,' says a more-able pupil. In Years 5 and 6, pupils are beginning to gain knowledge and understanding of the key events and practices of Christianity. In Year 5, they have considered the temptations that Jesus faced and relate their own personal temptations such as wanting to spend money on sweets instead of a Mothers' Day card. In Year 6, pupils and their teachers re-enact the Last Supper using bread and wine-coloured drink, developing an awareness of the meanings conveyed by religious symbols.
195. The quality of teaching overall is satisfactory, ranging from satisfactory to good. The specialist teaching of the hearing impaired pupils is very good. The better teaching comprises clear objectives, and good management of pupils, including those with special educational needs. Teachers make good use of resources, such as candles and bread to bring to life events, for example 'The Last Supper'. They devise strategies to encourage pupils' active participation. For example, in one class the teacher took the role of Jesus and invited the 'disciples' to ask how He was feeling at the last meal together. Discussions with pupils, coupled with evidence derived from their work, indicate that their knowledge and understanding of Christianity and other world faiths are insecure and superficial. Analysis of work and displays show that pupils are given limited opportunities to express their own feelings about their experiences, and the presentation of work by older pupils is unsatisfactory. Teachers provide good opportunities for pupils' personal and social development in encouraging pupils to work in pairs or in groups. Assessment systems are not fully implemented, and there was no evidence in pupils' work of teachers' marking following a consistent policy.
196. Attitudes towards religious education are satisfactory. The majority of pupils behave well and, when engaged in discussions about topics such as 'temptation', many are willing to contribute, including those with special educational needs. For example, a hearing impaired pupil in Year 5 told the class he was tempted 'to eat too much chocolate'. The rest of the class listened attentively and showed understanding and courtesy towards each other. However, some pupils remain passive and there are a few occasions when the pace of the lesson slackens so that lapses in behaviour threaten to disrupt the flow of the lesson. The quality of written work and drawings deteriorates as pupils grow older. Their work indicates carelessness and low expectations.
197. The curriculum is enriched from time to time by visitors, and through visits to Polesworth Abbey and the local St Martin's Church. At Christmas parents attend performances which are admired and much appreciated. The school organises 'special days' to acknowledge festivals, such as Divali and Holi. Year 1 pupils enjoy a visit by a parent who explains the Islamic festival of Eid. She enlivens her talk with samples of special jewellery that attract pupils' attention and sustain their concentration. Links with other subjects are under-developed. For example, there is no evidence of the use of information and communication technology, and only limited evidence of any links with art. However, a good use of art to enhance religious education is evident in a display including spatter painting to illustrate what the festival of Holi entails. Links with music and literacy are

limited and there is limited planning to improve pupils' spiritual and cultural development. For instance, although pupils have opportunities to sing in assemblies, there is no attempt to establish an appropriate ethos for the occasion through the use of suitable music, candles or symbols. However, at the end of a Family Assembly, a good use of music allowed pupils to reflect upon all the work they had just been shown by pupils in many areas of the curriculum.

198. The subject is co-ordinated satisfactorily by a team of teachers in accordance with the school's system. So far, there has been a little monitoring of standards through analysis of pupils' work. There has been no systematic and rigorous monitoring of teaching, learning and progression. Resources are stored around the school for ease of use in either building. The quality of resources is good and appropriate for the study of Christianity and other world faiths.