

INSPECTION REPORT

WOODLANDS PRIMARY SCHOOL

Short Heath, Willenhall, West Midlands

LEA area: Walsall

Unique reference number: 104190

Headteacher: Mrs Jane Arnstein

Reporting inspector: Mr Glyn Gaskill
22951

Dates of inspection: 13th to 16th January 2003

Inspection number: 250260

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: 3-11 years

Gender of pupils: Mixed

School address: Bloxwich Road North,
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Appropriate authority: Woodlands Primary School Governing Body

Name of chair of governors: Mr Roger Butt

Date of previous inspection: 8th December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22951	Glyn Gaskill	Registered inspector		The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19557	Liz Halls	Lay inspector		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?
23999	Catherine Davey	Team inspector	English, Religious Education, Music.	
18083	Judith Howell	Team inspector	Mathematics, Geography, Foundation Stage.	
22434	Sandra Bradshaw	Team inspector	Science, Physical Education, Art and Design, Special Educational Needs.	
7336	Lindsay Howard	Team inspector	History, Design and Technology, Information and Communication Technology, Educational Inclusion, English as an Additional Language.	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 – 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10 – 12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12 – 14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14 – 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17 – 18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18 – 19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19 – 22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? 23	
PART C: SCHOOL DATA AND INDICATORS	24 – 28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29 – 50

PART A: SUMMARY OF THE REPORT

The terms “attainment” and “achievement” appear frequently in this report. Inspectors use the term “attainment” to indicate standards against national or local criteria. The term “achievement” is used to describe the progress pupils make compared to their prior attainment. The term “Foundation Stage” refers to children in the nursery and reception classes.

INFORMATION ABOUT THE SCHOOL

The school is a large primary school for boys and girls from 3 to 11 years old. There are 408 pupils on roll, including 49 part-time children in the nursery. There is a similar number of boys and girls. About ten per cent of pupils are eligible for free school meals, which is less than the national average. Three per cent of pupils speak English as an additional language, which is higher than most schools. Six per cent of pupils have special educational needs, including one per cent who have a statement. Both figures are below the national average. The level of children’s attainment on entry to the nursery is below average.

HOW GOOD THE SCHOOL IS

This is an improving school due to the very good leadership of the headteacher and the good management and support provided by key members of teaching staff. The governing body is keen to do its best for the school and is well aware of the school’s strengths and weaknesses. Taking all National Curriculum subjects together, standards are satisfactory, which is much the same as the last inspection. Children are given a good start in the Foundation Stage particularly due to the good teaching in the reception classes. Significant progress has been made recently in standards in English and mathematics at Key Stage 2 through a common approach to teaching and assessment. The school is making overall satisfactory provision for pupils and provides satisfactory value for money.

What the school does well

- Leadership by the headteacher is very good. There is good management overall by the senior management team and several subject co-ordinators. There is a shared commitment to the development of the school by the governing body, support staff and majority of teaching staff.
- Pupils’ attainment is good in mathematics at Key Stage 1.
- Children achieve well in the Foundation Stage.
- The quality of teaching is good in the reception classes and at Key Stage 2. Pupils respond by making good progress.
- The strategies used for teaching and learning in English and mathematics have recently improved and are now effectively raising standards.
- Provision for pupils’ moral development is good and for their social development is very good. This results in pupils’ good attitudes, behaviour and personal development and their very good social development. Relationships between pupils and between pupils and adults are very good.
- Parents’ views of the school have improved since the appointment of the new headteacher and are good
- The school has identified areas of weakness and taken effective action to make improvements.

What could be improved

- The quality of teaching in Year 1 classes is unsatisfactory. Pupils do not make sufficient progress in several lessons.
- The Code of Practice for special educational needs is not established in the school resulting in the school not meeting statutory requirements and not making appropriate provision for pupils with special educational needs.
- The provision of activities outside lesson times is poor. The only provision by the school is for two musical activities.
- Provision to promote pupils’ understanding of major world cultures is under-developed.
- Whilst improvements have been made to accommodation, it is unsatisfactory. There are instances where the lack of facilities makes teaching of all curriculum requirements very difficult.
- There are no procedures for induction of staff.
- The nursery and reception classes are not operating as a integrated Foundation Stage. Provision is good in the reception classes and satisfactory in the nursery.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in December 1997, there were four main areas identified for development. The school has made satisfactory progress in putting these matters right. Good progress has been made in improving teaching and standards in English and mathematics. The school is still not meeting all statutory requirements, particularly for special educational needs, which was not an issue at the last inspection. Appraisal of teachers has been replaced by performance management. There is now sufficient time to teach English and mathematics. Planning for the Foundation Stage and subjects at Key Stage 1 and 2 is now appropriate. In addition to these four areas, parents' views of the school have improved since the appointment of the new headteacher. Learning support and cleaning staff also feel more included in the work of the school.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	B	D	D	well above average A above average B average C below average D well below average E
mathematics	D	E	C	C	
science	D	C	D	D	

- When children start in the nursery, their standards are below average. Their achievement is satisfactory in the nursery and good in reception. Overall achievement in the Foundation Stage is good. By the end of the reception year, their attainment is satisfactory or better in their early learning goals.
- Results in the 2002 national tests (SATs) for seven-year-olds in reading and writing were above the national average for all and similar schools nationally. Mathematics results were above the national average for all schools and above similar schools.
- Over the last four years, results of the SATs for seven-year-olds have got better at the same rate as the national trend and always been above average.
- In the SATs for eleven-year-olds, mathematics results have improved, quicker than the national rate, to become average for the first time in 2002. Results in science have followed the national upward trend but always been below average. Results in English have generally been below average with the exception of 2001 when they touched above average.
- The school sets realistic targets in SATs for eleven-year-olds. In 2002 these targets were met.
- Recent initiatives in the school are having a positive effect on standards in English and mathematics.
- Using evidence from lessons and pupils' work, the inspection found standards to be satisfactory in all subjects at both key stages. The one exception to this was mathematics at Key Stage 1 where the standards are good.
- Pupils with special educational needs are making satisfactory progress in their general work but, for many, their specific needs are not sufficiently met.
- Higher-attaining pupils and those who use English as an additional language are making satisfactory progress.
- Pupils achievement is satisfactory overall.
- There is no significant difference in the attainment and achievement of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and enjoy all it has to offer. They have a positive attitude to learning and want to do well.
Behaviour, in and out of classrooms	Standards of behaviour are good both in and out of the classroom. Pupils know what is expected of them and do their best to live up to this.
Personal development and relationships	Relationships between adults and pupils are very good. Pupils' personal development is good. They take their responsibilities seriously.
Attendance	Attendance is satisfactory, but it dipped below the national average last year. New procedures are in place to improve attendance.

- Pupils take the appropriate responsibilities they are given and carry them out well.
- Pupils relate to adults confidently and respect each other.
- Pupils' attitudes only become unsatisfactory on the few occasions when teaching is unsatisfactory.
- Almost all absence is due to sickness or holidays taken during term time.

TEACHING AND LEARNING

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

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

- The quality of teaching has improved since the last inspection.
- The overall quality of teaching in English and mathematics is good.
- The quality of teaching in the nursery is satisfactory and it is good in reception classes.
- In Key Stage 1, there is a significant amount of unsatisfactory teaching in Year 1. This is balanced by examples of good and excellent teaching in that year and consistently satisfactory and often better teaching in Year 2. Because of this balance, teaching is judged to be satisfactory overall in Key Stage 1.
- In Key Stage 2, teaching is always satisfactory or better with most of the teaching being good or better.
- Teachers plan carefully and cater for the broad range of pupils' ability well, including the general needs of pupils with special educational needs.
- The specific needs of pupils with special educational needs are not sufficiently planned for as individual education plans lack helpful guidance.
- Pupils respond positively to lessons, learning well in the Foundation Stage and Key Stage 2 and to a satisfactory level in Key Stage 1.
- Teachers and learning support assistants work well together to the benefit of pupils' progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides all pupils with an appropriate range of learning opportunities. The range of extra-curricular activities is poor.
Provision for pupils with special educational needs	The school is meeting the general needs of pupils with special educational needs but, overall, is not meeting their specific needs. Provision does not meet statutory requirements.
Provision for pupils with English as an additional language	The school makes appropriate provision for pupils who speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good, overall. Provision for pupils' social development is very good, moral development is good, spiritual and cultural provision is satisfactory.
How well the school cares for its pupils	The procedures for supporting pupils' well being are good. The use of assessment to help pupils make progress is satisfactory.

- The curriculum provided by the school meets the requirements of teaching the National Curriculum subjects and religious education.
- The school provides very well for pupils' social development and provision for moral development is good. Provision for spiritual development is satisfactory.

- Provision for cultural development is appropriate for pupils to appreciate their own culture but lacks a comprehensive planned programme to understand the culture of others.
- Because the school does not have an operational policy for the current Code of Practice for special educational needs, it is not meeting statutory requirements
- There are only two extra-curricular activities provided by the school and these are not well attended.
- There are very good procedures for the safety of pupils in school. The school does what it can to reduce the dangers from parked cars and crossing the main road at the start and end of the school day.
- Assessment is used well in English and mathematics to raise standards, but is less effective in other areas of the curriculum.
- The school's systems for promoting good behaviour and positive attitudes are effective.
- Parents opinions about the school have improved since the appointment of the new headteacher, and they now have positive views about the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. The headteacher, deputy headteacher and other key staff manage their areas of responsibility well.
How well the governors fulfil their responsibilities	The governing body carries out its duties satisfactorily.
The school's evaluation of its performance	The school uses effective ways to judge its performance and takes suitable steps to improve where needed.
The strategic use of resources	The school makes satisfactory use of staff, accommodation and learning resources.

- The headteacher is refreshing the development of the school and has brought a renewed commitment from the majority of the school community.
- The relatively new governing body knows the strengths and weakness of the school and is establishing a positive approach to its work.
- The school compares its SAT results with other schools, it consults with staff, pupils and governors in its development priorities and ensures that major projects are carried out as required.
- There is a sufficient number of suitably qualified teachers.
- Learning support assistants are efficient in their work.
- Whilst there have been improvements to the accommodation it fails to provide for all the taught curriculum. There are deficiencies in library provision, the quantity and organisation of computers, suitable rooms for work with hearing-impaired pupils and outdoor work and play areas. The many steps limit access. The school has already identified these areas for improvement.

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 like school. • The progress their children make. • The quality of teaching. • The school is approachable and responsive. • The expectations which the school sets. • The leadership and management. 	<ul style="list-style-type: none"> • Information on what is being taught. • Activities outside lesson times.

- The inspectors agree with all the positive comments, but the inspectors find there is a need to improve the quality of teaching in Year 1.
- Inspectors agree that parents' concerns are justified. With the exception of the reception classes, the school does not provide sufficient information on what is taught for parents to help their children. The school has plans to improve matters. The provision for activities outside lesson times is poor.
- A very small minority of parents expressed concern about provision for pupils with special educational needs. The inspectors found that the school is not meeting statutory requirements in this area.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the nursery is generally below that expected for children of this age. By the time children have completed the Foundation Stage they have achieved well. Children's overall achievement is satisfactory in the nursery class and good in the reception classes. By the end of the reception year, most children are on course to meet the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and in their physical development. Achievement in their creative development is good in the reception classes and most children are on course to exceed the early learning goals in this area. In both the nursery and reception classes, children's achievement is very good in their personal, social and emotional development and they attain highly in this area of learning.

2. Results in the National Curriculum tests (SATs) for seven-year-olds in reading, writing and mathematics have improved at the same rate as the national trend, but have always been above the national average. The 2002 results indicate that the school's results in reading, writing and mathematics were above the national average for all schools. In comparison with schools having a similar free school meal entitlement, results in reading and writing were well above average and in mathematics were above. In 2002, there was an under-performance in writing at the higher level three. Considering the SAT outcomes from 2000 to 2002, girls perform better than boys in reading and writing. In writing, the difference is similar to the national difference, but in reading the gap is not quite as wide. In mathematics, boys perform slightly better than girls whereas nationally there is no difference in the performance of boys and girls.

3. Results in the SATs for eleven-year-olds remained static in English from 1998 to 2000. As the national average for all schools rose steadily over this period, the school's performance in English became below average. Results in 2001 improved considerably to become above average, but fell back to below average in 2002. Results in mathematics have climbed steadily in recent years to become, for the first time, average against all schools in 2002. Science results have followed the national trend, but have always been below average for all schools. The 2002 results indicate that the school's results in English and science were below the average for all and similar schools whilst results in mathematics were average. Considering the prior attainment of pupils who took the 2002 SATs with their performance when they were at the end of Key Stage 1; progress in English was well below average and progress in mathematics and science was below average. Considering the SAT outcomes from 2000 to 2002, girls slightly out-perform boys which is much better than the national difference which is significant. For the same period, in mathematics and science, boys have generally done better than girls, which goes against the national trend. The school sets realistic targets for the SATs at the end of Key Stage 2 in English, mathematics and science. In 2002, these targets were met.

4. At the end of both key stages, inspection evidence found standards of attainment to be satisfactory in English and science. Standards in mathematics are good at Key Stage 1 and satisfactory at Key Stage 2. In the remaining National Curriculum subjects and in religious education, standards are satisfactory in both key stages. In all subjects, pupils achievement is satisfactory with the exception of mathematics at Key Stage 1 and English at Key Stage 2

where it is good. Considering all areas of the curriculum, there is no significant difference in the performance of boys and girls. Overall, pupils throughout the school, including those who speak English as an additional language, are achieving to a satisfactory standard. The school is aware that improvements in standards can be made and its initiatives in English and mathematics are having a positive influence on raising standards.

5. Pupils who have special educational needs make satisfactory progress because their general needs are provided for within the lower-attaining groups in each class. Teachers plan work which is appropriate for their level of ability. They receive good support from teachers and learning support assistants which enables them to achieve in the tasks set. However the learning targets that should identify the specific needs for pupils, within individual education plans, are too general and lack sufficient detail. Additionally the individual education plans do not provide clear strategies for achieving the targets set. Teacher's planning does not relate to individual education plans. Pupils with hearing impairment receive very good support and two learning support assistants give good support to other pupils entitled to statements of educational need. Higher attainers make satisfactory progress through the school's setting policy and suitably targeted work. Two more-able boys are extending the application of the work they do in school by weekly attendance at after school mathematics sessions held in a local education authority centre.

Pupils' attitudes, values and personal development

6. The majority of pupils have positive attitudes to learning and work hard to achieve good standards of work. They like coming to school and readily join in all aspects of school life. Activities outside lesson times are very limited and involve music and football only. Several pupils participate in choir and recorders and in the externally run football club. Pupils' behaviour in lessons is mainly good. On the few occasions when teaching is unsatisfactory, pupils' behaviour becomes unsatisfactory. Overall, the school has been successful in maintaining good standards of behaviour since the last inspection, reflecting the importance and emphasis given to behaviour management by the school. Every pupil is made to feel valued and great efforts are made to help pupils behave well and to assume responsibility for their own actions.

7. Through assemblies and personal, social and health education, pupils develop good levels of self-confidence. There is a strong philosophy of reinforcement and encouragement of good behaviour, and pupils readily share in the successes of others. They learn to listen and respect other viewpoints and to accept advice.

8. The youngest children leave their parents confidently and settle to school routines quickly. The strong relationships between staff and children, and overall good planning, mean that children work independently and remain interested in what they are doing over sustained periods of time. In both key stages, most pupils listen well to their teachers and to each other, settle quickly and get involved with the task at hand. In year one however, there are some incidents of unsatisfactory behaviour. In lessons where disruptive behaviour occurs there is a lack of consistency and rigour in the application of the school behaviour policy and pace of teaching. The caring ethos, and respect for others which exists in the school, ensure that pupils with special educational needs are respected and supported by the whole community and as a result, they feel secure in their development.

9. There have been no exclusions in the school year prior to the inspection. Parents are happy with the way the school promotes positive attitudes and behaviour. They feel the school helps their children to become mature and responsible. Pupils report that there are rarely incidents of deliberate unkindness or bullying and any that there are taken very seriously and promptly and effectively dealt with.

10. The overall quality of relationships in the school is very good. Staff are consistently polite and provide good role models. Pupils approach adults confidently and politely. Older pupils readily take the opportunities for responsibility in the daily routines of school life. The well run school's council, with representatives from Year 2 upwards, is actively involved in putting forward the issues and ideas from individual class councils. It has been successful in improving the resources in the playground and are instrumental in bringing about changes and developments. The council produces a regular newsletter.

11. Attendance is satisfactory. In previous years it has been above the national average for primary schools but dipped below average last year. The school has not set targets for attendance but it has recently improved systems to follow up absences with support from the welfare officer. Most pupils attend school regularly and arrive at school on time. Almost all absence is authorised and due to sickness or holidays taken during term time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The overall quality of teaching is good. The quality of teaching is very good and occasionally excellent in 24 per cent of lessons, it is good in 41 per cent of lessons, satisfactory in 29 per cent and unsatisfactory in six per cent. The overall quality of teaching has improved since the last inspection.

13. The teaching of children in the Foundation Stage is good, overall. All lessons were satisfactory or better. Teaching in the nursery is satisfactory. Teaching in the reception classes is consistently good. In all Foundation Stage classes, there are strong relationships with children and a very caring ethos. This results in children developing positive attitudes to their learning. All adults working with the children have good skills in helping them to develop their language for communication. Teaching in the Foundation Stage is suitably planned against nationally recommended curriculum guidance. This is an improvement since the last inspection. In the nursery, there are weaknesses in the teaching of creative development. Planned activities are appropriate but children are not sufficiently encouraged to ask questions. In the reception classes, teachers successfully challenge children well, particularly in literacy and mathematics. Teachers and learning support assistants work closely together in reception classes, and the nursery nurses, responsible for all the teaching in the nursery, work well as a team.

14. Overall, teaching at Key Stage 1 is satisfactory. In Year 1, teaching ranged from an example of an excellent lesson to four out of ten lessons being unsatisfactory, the remainder being satisfactory or better. In Year 2, all lessons were satisfactory or better with half being good and occasionally very good. The impact of the unsatisfactory lessons in Year 1 leads to a lack of pupils' progress. This is balanced by the satisfactory and better teaching in over half of the Year 1 lessons and the consistently positive progress pupils make in Year 2. Hence, whilst there is an unacceptable amount of unsatisfactory teaching in Year 1, over the key stage, teaching is satisfactory.

15. At Key Stage 2, teaching was always satisfactory or better with over one-half of the teaching good and one-third very good. In both key stages, numeracy and literacy, applied to subjects across the curriculum, are taught well. This is a significant improvement since the last inspection when this was a key issue for development. For example, in science pupils are reminded of the work they have done with prefixes when Year 6 pupils consider the opposite of 'soluble'. In geography, pupils analyse numerical data and identify trends and in design and technology they measure quantities when they make biscuits. Teachers' development of pupils' independent research skills is limited because access to the library and computers is restricted. The use of information and communication technology to support learning across the curriculum is under-developed.

16. Teachers challenge pupils well through probing and relevant questions, which are directly linked to the learning objectives of the lesson. The type of question varies from very open-ended to closed. Pupils are given time to respond and often give thoughtful answers. Teachers value all responses, even when they are not correct, and encourage the correct technical terms relevant to the lesson. For example, in music, pupils are given the technical terms of pitch, dynamic and texture in different, appropriate contexts by the teacher. Teachers generally create a supportive atmosphere where pupils have confidence to say what they think. This gives teachers the opportunity to know if pupils understand what is being taught and most teachers correct or praise as appropriate. Sensitive questioning by the teacher during a very good religious education lesson enabled Year 2 pupils to offer sensible opinions as to why the father welcomed the Prodigal Son's return. There is a lack of consistency in the use of pens by pupils even though there is a 'pen licence' system. Often pupils' work is done in pencil and quality is not as good as when teachers encourage them to use a pen.

17. Planning for teaching is satisfactory at Key Stage 1 and good at Key Stage 2. In Key Stage 1, the planning for the term is relevant and clearly laid out, but the planning for a significant number of individual lessons is unsatisfactory. In Key Stage 2, both these planning aspects are good. Where planning is satisfactory or better, learning support assistants are well informed and make a very positive contribution to pupils' learning. A weakness of planning for teaching in both key stages is the lack of reference to pupils' special educational needs. In both key stages, there is not always a shared approach to teaching in parallel classes. In both key stages, teachers are using specific learning objectives for lessons. The precision of these objectives is generally good. A particularly good feature of teaching is the way these objectives are explained to pupils. Learning objectives for each lesson are consistently written on a dedicated white board in each class. This enables pupils to understand what they are to learn. In many cases, the last part of a lesson is used to discuss with pupils how effective the learning has been. Teachers judge pupils' responses and make adjustments to future lessons if needed. Whilst pupils' work is regularly marked, the use of written comments to help pupils make progress is inconsistent. Where comments are based on learning objectives and corrections are carried out and re-marked, then pupils make better progress.

18. In the vast majority of lessons, pupils concentrate well and try hard. This is brought about by teachers using a varied range of teaching strategies and keeping up a good pace to the lesson through relevant activities and setting times for them to be done. An example of this was in a Year 3/4 religious education lesson. As a class, pupils read and discussed St.

John's description of the feeding of the five thousand. Then they worked in pairs taking on roles of disciples and members of the crowd. The quality of discussion in these groups was very good, with issues of the nature of miracles and magic being compared. When pupils' attention starts to decline, teachers give appropriate reminders or get pupils to do brief hand-eye exercises. Pupils respond well to this and their productivity returns to previous levels. In better lessons, teachers give pupils an indication of the time they have available to complete a task. This has a positive effect on the pace of pupils learning. One method of giving precise timing was seen in a Year 5 mathematics lesson. Pupils' rapid mental work was effectively encouraged by playing timed tracks of music from a CD. Lessons start promptly and time is used efficiently during the lesson. Teachers generally have a good knowledge of what they have to teach although music has areas for development. Relationships in classes are often very good with teachers and learning support assistants knowing the pupils well. Homework helps pupils make progress particularly in mathematics and English. Pupils who speak English as an additional language are appropriately provided for. They respond well and progress at a similar rate to their classmates.

19. Where teaching is unsatisfactory, lessons often start on a positive note, but pupils' attention and concentration is not maintained and they lose interest and commitment. This was seen in a Key Stage 1 lesson where the use of an otherwise appropriate class number game was not well structured. Only one pupil at a time was involved without the attention of the remainder of the class being focussed on the activity. Because of this pupils wanted to have their turn, without waiting for direction from the teacher, and the purpose of the lesson was lost. In a physical education lesson at Key Stage 1, a promising lesson deteriorated as the teacher's overuse of a whistle to bring pupils' attention to instructions became ineffective. When occasional verbal requests were made with a short time given for pupils to respond, then pupils' concentration temporarily picked up. Overlong introductory parts to lessons, particularly when pupils do not have something to see or handle, lead to restlessness and unsatisfactory progress.

20. The teaching of pupils with special educational needs does not sufficiently address their specific needs. However, many of the needs of these pupils are met within the effective setting systems for English, mathematics and science where pupils are grouped according to their level of ability. Also teachers plan different tasks and activities for the varying levels of ability within each set. Pupils' learning benefits from the productive partnership between teachers and learning support assistants. Learning support assistants often work effectively with groups of lower-attaining pupils, particularly during literacy and numeracy sessions. Because of the lack of systematic administration for special educational needs, it is not clear how pupils progress to a lower stage of support as they move through the school. Teachers and learning support assistants have received one day of training related to the new Code of Practice. There is clearly a need to provide further support and training for teachers and learning support assistants so that they are sufficiently informed to meet the requirements of the Code of Practice.

21. The two pupils with a hearing impairment are supported well by their designated support staff. The support staff sign and speak to the pupils so that the pupils take a full part in all lessons. Teaching staff do not sign as much as they should when communicating with the pupils. A thumbs up (good) and no words is not enough when pupils show their work. Other pupils try to sign but tend not to vocalise. All staff and pupils should try to sign and

vocalise simultaneously as much as possible. The support staff are very good role models for this.

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

22. The school provides a broad and balanced curriculum that meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The balance between the time spent in teaching different subjects is satisfactory. There are appropriate schemes of work for all subjects. This is an improvement since the last inspection when a key issue was to develop schemes of work for all subjects. The lesson time planned for some subjects is too long, for example two hours at a time for science and design and technology and one hour for music at Key Stage 1. This leads to the pace of lessons slowing and less progress being made than should be. The curriculum for children in nursery and reception is satisfactory and provides them with the appropriate range of learning experiences. This is another improvement since the last inspection when planning was not linked to national guidelines. The school has satisfactory policies in place to teach about the misuse of drugs and for sex education, supported by lessons for personal, social and health education. Pupils in Key Stage 1 have planned daily times for personal, social and health education. Key Stage 2 classes use class assembly time for these lessons that are usually of good quality.

23. The National Literacy and Numeracy Strategies have been introduced well, and long-term planning for mathematics and English is satisfactory. The reinforcement of the teaching of literacy and numeracy through other subjects is good throughout the school. The use of information and communication technology to support learning across the curriculum is under-developed.

24. The school has recently undertaken an effective review of curricular planning and development to ensure that the curriculum offers a broad range of opportunities that meet pupils' learning needs and aptitudes. This is particularly difficult to plan when some classes are of mixed-age pupils, but it is being done well. Curricular planning is achieved through a two-year cycle for subjects and the production of half-termly and weekly plans. The latter do not always take account of pupils' prior attainment.

25. All these planning activities help to ensure that pupils learn appropriately for their age, covering and revisiting topics in increasing detail. The recent focus towards raising standards has been to identify and provide support for pupils with particular needs. For example, some pupils for whom English is not their mother tongue, receive support through the local education authority's support programme. Staff come into the school and help class teachers meet the needs of these pupils. Pupils with a hearing impairment are very well supported by their learning assistants who use sign language. Additionally, there is targeted support for small groups of pupils whose standards are just below average for their age.

26. The provision for pupils with special educational needs is unsatisfactory. Individual education plans, whilst reviewed each term, do not have specifically targeted activities that will help pupils to achieve. Strategies to achieve targets are not made clear. Although teachers' plans ensure that pupils work at appropriate levels in most lessons, planning does not take account of pupils' individual education plans. School policy has not yet embraced

the Code of Practice and the school is not yet effectively implementing the changes in procedure that have been made nationally.

27. The school has satisfactory links with local secondary schools that help pupils in the transfer to the next stage of their education. Links with other primary schools in the area are satisfactory and there is some sharing of information and ideas. There are good links with a nearby nursery school for those pupils who transfer from there. Links with the community that contribute to pupils' learning are satisfactory; for example pupils visit the local old peoples' home to sing carols at Christmas. Pupils listen to the elderly residents talking about their memories. Pupils in Year 1 visit the local Anglican church and those in Year 5 spend an activity day based in the church.

28. The range of extra-curricular opportunities is poor. There are too few activities, offered to a narrow age-group, for a school of this size. Twenty-five boys and girls from Key Stage 2 pay to attend after-school football training run by an agency. Several pupils learn the recorder at lunchtimes. There is a large successful choir that sang at a carol concert in the National Indoor Arena. About a dozen pupils, identified as needing a boost to get Level 4 in their SATs, attend a well run before-school science class. Opportunities for pupils to take part in inter-school events are very limited. Pupils in Years 5 and 6 have the opportunity to attend an activity weekend at a residential centre. The event has to be paid for by parents. Those who attend learn new physical skills and enhances their information and communication technology skills. The weekend also contributes to pupils' social and moral development. This visit is organised every year. There is no residential week solely for Year 6 pupils, though they experience a fun day at a theme park following their SATs. There is no planned regular programme of visits and visitors to enhance the taught curriculum across the full range of subjects. Visits are made to Selly Manor, the Heritage Museum, the Black Country Museum and Tamworth Castle to support history topics. Good use is made of visits to support the geography curriculum but they are limited to the local area. The school has very few visitors. Recently the vicar and curate, from the local Anglican Church, have begun to take a half-termly assembly. There are no visitors from other faiths.

Provision for pupils' spiritual, moral, social and cultural development

29. At the time of the last inspection provision for moral, social and cultural development was good, while that for spiritual development was satisfactory. Provision remains the same for spiritual and moral development. Provision for social development has improved and is now very good. Provision for cultural development is satisfactory but is lacking in multicultural aspects. Provision for social development has improved because there are more opportunities for pupils to take responsibility for themselves and others. Provision for cultural development enhances pupils' experiences of their own culture but other cultures need to be given a higher profile.

30. Provision for spiritual development is satisfactory. The school provides good quality assemblies and acts of collective worship. These enable pupils to value the achievements of others through the celebration assemblies, and to think about relevant themes such as *Friends*. These themes are developed to promote a better understanding of the value of each person in the school family. Class assemblies give pupils the chance to share their thoughts and feelings in a small group. There are examples of a spiritual dimension within some lessons,

though these just happen rather than being planned. For example, in a Year 6 music lesson, there was such a dimension when pupils sang *The Skye Boat Song*.

31. Provision for pupils' moral development is good. Teachers and other adults have high expectations of pupils' behaviour and politeness. Pupils live up to this expectation and show respect towards each other in lessons and around the school. Pupils are taught right from wrong, they understand these ideas and they are well integrated into pupils' conduct. Opportunities are taken in class assemblies to promote moral values and to listen to all sides of a discussion. During the inspection, class council meetings discussed whether the school should have a tuck shop. Pupils' opinions about opening hours, goods to sell, staffing and healthy eating were all valued, noted and the ideas will be taken to the next school council meeting.

32. Provision for pupils' social development is very good. There are many opportunities for the older pupils to take responsibility. For example, Year 6 pupils give daily help in Key Stage 1 classes after morning break when the younger pupils eat fruit. There is a mentor scheme for the youngest pupils. Mentors undertake training before they are given the job. Opportunities to learn about democracy are available through the school council, to which each class from Year 2 upwards elects a representative. Only one of the representatives is a boy. The council is taken seriously and pupils make their views known through questionnaires and discussions. The council ran a Christmas card competition and gave prizes to the winners in each key stage. A dedicated notice board informs everyone of the council's activities. Each class has monitors for the day-to-day jobs. Many opportunities are provided for pupils to work together in the school in lessons and through dance and drama productions.

33. Provision for pupils' cultural development is satisfactory. Pupils' appreciation of their own culture is catered for by visits to support their National Curriculum studies. Older pupils visit Walsall art gallery. Visits take place for pupils to appreciate Victorian life in the household and classroom, for example when they visit Shugborough Hall. The nearby locality is used to support science and geography studies when pupils go pond dipping or explore the oak wood nature reserve by the school. Theatres are visited in Wolverhampton and Birmingham and actors give performances and workshops in the school. Pupils understanding of other world cultures is under-developed. The curriculum for music and art do not sufficiently embrace a wide range of time and place. Pupils learn about the major religions of the world in religious education lessons. They visit a Hindu temple and a Methodist church but there are no visitors to the school to bring relevance to religions other than Christian. Artefacts of other cultures are on display in the school. A few major non-Christian festivals are celebrated.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school has successfully maintained the effective provision for the care and welfare of the pupils reported at the last inspection. The school continues to make good provision for the welfare, support and guidance of all pupils, in a caring and supportive environment. Parents expressed the view that the school provides good support for their children and is a caring place in which their children are happy and safe. Inspection evidence confirms these opinions. The school is an orderly, caring and sharing community, which works well using few rules. This has a beneficial effect on pupils' learning and gives them

the confidence to cope with school life and encourages them to learn successfully. The teachers and other staff set good role models and have a very good knowledge of pupils, which they use well to support the needs of all pupils.

35. The ethos of the Foundation Stage is positive. Within this caring, supportive and structured environment, the youngest children become confident and self-assured, making good gains in their personal, social and emotional development.

36. Pupils' progress and personal development are monitored satisfactorily. Learning support assistants work closely with teachers and effectively support teaching and learning. Pupils with hearing impairment are integrated well into classes and their needs effectively met by well trained support staff.

37. Procedures for monitoring and improving attendance are good. Parents are generally conscientious in notifying the school and staff follow up any absences where no notification has been received on the first day of absence. Punctuality is monitored appropriately. The school liaises closely with the education welfare officer who visits once a week. To improve attendance the headteacher and governing body plan to actively discourage parents from taking pupils on holiday during term time. Holidays during term time account for at least two per cent absence. Certificates are awarded to pupils with 100 per cent attendance each term.

38. There are good procedures in place for child protection and promoting the well being, health and safety of all pupils, however, there is no staff handbook to help raise staff awareness of the issues. The school has appropriate links with other agencies who deal very effectively with any concerns the school may have. The school is kept very clean and well maintained. Health and safety checks are carried out regularly. The school actively promotes healthy and safe living through its personal, social, and health education programme. However, the inspectors are concerned that there is a risk to the children's safety outside of school. The bus stops on the lines for the zebra crossing and because there is nowhere to pull in it blocks the view of the oncoming traffic. The crossing patrol lady has to step right out onto the zebra crossing before she can see if anything is coming. The additional hazard of parking outside the school gates is reduced by the caretaker marking the zigzag area with cones, at the start and end of school.

39. The school has good procedures to promote good discipline and behaviour with a reward and sanction system that pupils understand and value. Appropriate procedures are in place for dealing with bullying or racial harassment and any incidents that arise are taken seriously and promptly and effectively dealt with.

40. The Foundation Stage staff have well established induction arrangements, which help settle the youngest children into school. Appropriate transfer arrangements are made with the secondary schools and the school aims to achieve a smooth transition between the different stages of education.

41. The school has established good relationships with the outside agencies that provide support for pupils who have special educational needs. There is an appropriate level of support for pupils with statements of special educational needs although the support for speech and language needs to be improved.

42. Procedures for assessing pupils' attainment and their academic progress are satisfactory. These procedures are well used in mathematics and assessment, monitoring and tracking are now beginning to have a positive effect in both English and science. The school is beginning to make effective use of the baseline assessments, the national tests, reading tests, tests at the end of each year and teacher assessments. These assessments are used satisfactorily to identify groups of pupils who might benefit from additional support in English, mathematics and science. Pupils who need it receive extra support in these subjects.

43. Results of national tests are analysed by staff to measure the school's performance. This informs planning as specific areas of the curriculum become a focus for the whole school. Recent examples are writing in English, mental calculations in mathematics and the topic of sound in science. Planning and resources have been successfully focussed on these areas, resulting in measurable improvements in pupils' achievements. Assessment procedures in other subjects are not effectively used.

44. The use of targets for pupils to work towards is developing well in mathematics and individual targets are being set for pupils in English although they are not fully established yet. Where they are established, pupils understand what they have to do to improve. The rigorous use of assessment to inform planning is not yet in pace. There is evidence that pupils' work is marked regularly although there are some inconsistencies. Although marking includes positive comments from the teacher there are few indications of how pupils might improve or develop their work.

45. The proportion of pupils on the school's register of special needs is six per cent, which is below the national average for most schools. The majority of pupils who have special educational needs experience moderate learning difficulties. There are five pupils, including two pupils with hearing impairment, who should have statements that provide details of their needs. However, at the time of the inspection, two of these pupils are without such statements and there is no indication what provision should be made.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school's relationship with parents is now good and benefits from the commitment of the new headteacher to work in partnership with parents. From the response to the parent's questionnaire and at the parents' meeting, it is apparent that parents generally have positive views of the school. In particular they support the events organised by the Parents' Association. Funds are raised each year, which are used to enhance school resources and the educational experiences, which pupils receive. Most parents comment favourably on the improvements in communications and say that the staff are now more approachable and they are made to feel welcome. 'Home School Agreements' have been effectively implemented. However, there have been few opportunities provided for parents to find out about the curriculum. The school plans to develop curriculum evenings and parents would like termly information sheets about the work their children will be covering. There is generally good attendance at parents' evenings and there are good opportunities for both formal and informal discussions with staff.

47. The quality of information for parents is satisfactory. Parents are kept well informed through regular letters and well presented newsletters about school life. The school prospectus and the governor's annual report to parents, whilst containing useful information,

do not fully comply with the statutory requirements. Annual written progress reports to parents are generally good, they report on each subject of the curriculum detailing what children know and can do and some provide helpful guidance on what pupils need to do to improve. However, they do not include space for parents' or pupils' comment

48. Parents are appreciative of the opportunities they have to see achievement assemblies and school productions. A few parents come into school regularly to help in classes or assist with other tasks to help the school. Homework activities are provided and parents encouraged to help at home with reading, spellings and homework sheets. The recently introduced home-school reading diary is a welcome step in keeping parents involved in their children's learning. Use of the diary has had a positive effect but parents feel more use could be made to further improve communications. There are limited opportunities for parents to be involved when children first start school. The school has successfully improved relationships with parents and has rightly identified in the school development plan the need to actively promote partnership in learning.

49. Parents of pupils who have special educational needs are always invited to school when reviews of individual education plans take place. There have been instances where parents have not been satisfied by the content or outcomes of these reviews. As inspectors found the individual education plans unsatisfactory, this goes some way towards agreement with their concerns.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. Taken together, the leadership and management of the school provided by the headteacher, governing body and staff with management responsibilities are good.

51. The present headteacher was appointed to the school at Easter 2002. In her two terms of office, much has been done to build on the previous work of the school. Under the current headteacher's very good leadership, a common purpose and refreshed direction has been given to the school. There is renewed and shared commitment to the development of the school by the governing body, support staff and majority of teaching staff. Learning support assistants, cleaning staff and parents feel more included in the work of the school. Through good management, roles have been redefined and many aspects of organisation in the school have been modified to produce more efficient and effective working. The deputy headteacher is meticulous and effective in carrying out her significant responsibilities. The senior management team is strategically placed to link to all age stages; Key Stage 1, Key Stage 2 and the Foundation Stage. Staff with co-ordinating roles, overall, have a positive effect in their areas of responsibility. This is particularly the case in the core subjects, geography and information and communication technology. The role of the special educational needs co-ordinator is particularly under-developed.

52. Monitoring of the work of the school has taken place over the last two years, but it is only recently that it has been more securely focussed on standards. Provision in the Foundation Stage and mathematics has been monitored by external consultants. This was particularly beneficial in mathematics as joint lesson observations were made with the consultant and co-ordinator. The headteacher monitors weekly planning, with the English and mathematics co-ordinators involved for their subjects. The work of learning support assistants has been reviewed and standards in English and mathematics across the school

have been evaluated. These activities have produced more consistent and effective provision and have a positive effect on pupils' standards of attainment.

53. The governing body has a high proportion of new governors, many of whom are parents. This gives the governing body a good insight into the outcomes of the work of the school. The governing body is kept well informed through regular reports from the headteacher and key staff. A more direct involvement in the working of the school is limited to regular visits by the chair and the numeracy governor. Other specific governor responsibilities have been recently re-allocated. At the start of the current school year, the governing body spent some considerable time making the organisation of its work more efficient and bringing it into line with current expectations. This reorganisation was carried out under the direction of the newly appointed chair of governors. There is a positive corporate spirit in the governing body. The chair and vice-chair work well together and relations with school staff are positive. Meetings are purposeful and carefully minuted.

54. The co-ordinator for special educational needs was appointed to the post a year ago, having no previous experience of the role. The current headteacher has provided guidance in the role. The use of individual education plans within the classroom has not been monitored. The special educational needs learning support assistants linked to statements, meet the co-ordinator on an informal basis. There is regular contact between all learning support assistants and class teachers. Through this contact, learning support assistants are very effective in helping pupils with special needs cope with the general work planned by class teachers. There is a satisfactory range of resources that are well used to help pupils participate in lessons. Following the resignation of a governor responsible for special educational needs, another governor has recently volunteered for the role. Because the school does not have an operational policy for implementing the current Code of Practice for special educational needs, it is not meeting statutory requirements

55. The school development plan is a useful document for guiding improvement. It contains relevant priorities and identifies personnel, timings and cost. Whilst it considers criteria for success, these are descriptive and a quantitative dimension is not included. There are many areas for development indicated and the time scale to meet them all is over-ambitious. Teaching staff and pupils are consulted about issues for development. The governing body have full and formal access to the development plan before it is finally published.

56. The setting of the budget and the linking of it to school development is satisfactory. The school is dependent on support from the local education authority to set spending plans. Alternative budgets are not considered. There has been a significant carry forward in the annual budget to protect the staffing ratio and provide for planned building works. The governing body has not been clearly informed of their financial commitment to building developments. The training available for school personnel in financial procedures is very limited. The school makes sure that planned initiatives are carried out once they have started. Financial administration is secure. The last general audit was in 1997, it found financial administration to be good and its recommendations of delegation to the headteacher have been established. Considering the work and outcomes of the school in general, it gives satisfactory value for money.

57. There are sufficient teachers, with relevant qualifications and experience, and learning support assistants to teach children in the reception classes and pupils of statutory school age. They have clear, designated responsibilities and fulfil them in the main, efficiently. However, whilst the Foundation Stage co-ordinator has an overview of provision in the nursery, there is no early years qualified teacher working directly with the qualified nursery nurses with the nursery children. There is a relatively low turnover of teaching staff and the school receives a reasonable response when they recruit.

58. All staff have job descriptions and the school's procedures for performance management are firmly established. In-service training is provided at all levels and training days include learning support assistants. Overall, staff development is very well organised and appropriately balanced between the priorities for school development and the personal, professional development of staff. Teachers and learning support assistants share information regularly and support one another well. Learning support assistants make an invaluable contribution to the work of the school. Several of the learning support assistants work with individual pupils who have special educational needs. The staff who work with the hearing impaired pupils are extremely effective in supporting learning and including the pupils in the life of the school. The school does not have a staff handbook and comprehensive induction procedures are not in place. A useful feature of the school's arrangements is that supply teachers are provided with written guidance on school routines.

59. The mid-day staff, crossing patrol, cleaners and caretaker all make a positive contribution to pupils' well being. Administrative staff provide efficient and effective support for the smooth running of the school.

60. The accommodation is inadequate for the curriculum taught. The original 1930's secondary school building has been modified and is currently being extended to provide a secure entrance foyer, headteacher's office and administration area. The layout of the building, which is on different levels and with many steps in-between, makes it unsuitable for pupils or adults with mobility difficulties. Cloakroom facilities are very limited. The site is of good size but is lacking in any interesting features. The playgrounds have uneven surfaces and are not attractive areas for playing or learning. A small field provides good opportunities for physical education and outdoor activities. The swimming pool provides adequate facilities for the younger pupils and the older pupils use a larger local pool. There is a safe area for play for the nursery but all the children do not currently use this in the Foundation Stage. This area is under-developed in the promotion of an outdoor curriculum for the under-fives. Two classrooms are very small and barely large enough for Year 1 classes located there. They are too cramped and need more open space for whole class activities. The school population is projected to rise and indications are that there will be insufficient space. One-to-one lessons for pupils with hearing impairment are held in the hall where the acoustics are unsatisfactory. The library is used every morning as a teaching area for Year 6. It is also a thoroughfare to the facilities for staff. It does not provide an effective resource for pupils' personal study or for promoting their research and reading skills.

61. The quality and range of learning resources in the school are satisfactory overall. One exception is the provision for information and communication technology, where the number of computers is less than that found in most schools. The location of these computers in all classes makes it very difficult for all pupils to have appropriate access. History artefacts are lacking for Key Stage 1 and the large physical education apparatus in the hall is unsuitable for Key Stage 2. Resources for the Foundation Stage are satisfactory overall, however, much of the nursery equipment is shabby and dull. Pupils with hearing impairment find it difficult to

take part in music lessons and tend to want to opt out of them. There are no suitably tuned musical instruments that would make the lessons more meaningful for these pupils and allow them to participate fully. There is a general lack of tuned percussion instruments. Learning resources are good for geography at both key stages and for history at Key Stage 2.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should:

1. establish effective and commonly understood procedures for special educational needs by:
 - a. producing a policy which matches the requirements in the current Code of Practice;
 - b. making the role of special educational needs co-ordinator effective in applying the code.
(See paragraphs 5, 17, 20, 26, 45, 51 and 54).
2. improve the quality of teaching in Year 1 by:
 - a. further applying the established systems of staff development and performance management target setting;
 - b. making use of successful teaching and learning strategies used in other parts of the school.
(See paragraphs 14, 15-18, 19 and 58).
3. provide more opportunities for pupil activities outside normal lesson time, including events with other schools.
(See paragraphs 28 and 150).
4. continue to improve the quality of the accommodation so that it meets the needs of what must be taught by providing:
 - a. library facilities which promote pupils' personal study, research and reading skills;
 - b. appropriate facilities to house an increased number of computers with effective and efficient access for teaching information and communication technology as a subject and its application in other subjects;
 - c. providing a room with suitable acoustics for one-to-one work with hearing impaired pupils;
 - d. provide attractive and safe outdoor recreational and learning areas for all pupils;
 - e. ensure that all children in the Foundation Stage have full access to a secure, outdoor learning area.
(See paragraphs 15, 60, 61, 76, 81, 91, 139, 142 and subjects).

Minor Issues

In addition to the above key issues, the school should note other weaknesses stated in the report and act upon them, in particular:

1. incorporate more fully the teaching and learning in the nursery with that in the reception classes so that provision for the Foundation Stage is coherent;
(See paragraphs 13, 57, 62).
2. produce procedures for the induction of new staff;
(See paragraph 58).

3. further promote pupils' awareness of the major cultures of the world, especially the ethnic and cultural diversity of British society, using subjects such as art, music and religious education.
(See paragraphs 29, 33, 120, 140 and 155).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	29	20	4	0	0
Percentage	1	23	41	29	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents just less than 1.5%

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)	25	359
Number of full-time pupils known to be eligible for free school meals	-	31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	5
Number of pupils on the school's special educational needs register		21

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	41

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	27	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	17
	Girls	24	27	26
	Total	40	42	43
Percentage of pupils at NC level 2 or above	School	91 (88)	95 (93)	98 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	17
	Girls	25	26	25
	Total	40	43	42
Percentage of pupils at NC level 2 or above	School	91 (91)	98 (95)	95 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to validated 2001 data. The 2002 figures have not been validated.

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	26	19	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	23
	Girls	16	15	18
	Total	35	35	41
Percentage of pupils at NC level 4 or above	School	78 (78)	78 (59)	91 (90)
	National	75 (75)	71 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	22
	Girls	18	15	17
	Total	38	35	39
Percentage of pupils at NC level 4 or above	School	84 (86)	78 (71)	87 (71)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to validated 2001 data. The 2002 figures have not been validated.

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	328	0	0
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	5	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	14	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.2
Number of pupils per qualified teacher	23.6
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	174

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	-
Total number of education support staff	2
Total aggregate hours worked per week	64
Number of pupils per FTE adult	12

Financial year	2001/02
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	£
Total income	779,909
Total expenditure	735,908
Expenditure per pupil	1,932
Balance brought forward from previous year	68,035
Balance carried forward to next year	112,036

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4.2

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	404
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	2		
My child is making good progress in school.	57	40	2		
Behaviour in the school is good.	48	45	6		1
My child gets the right amount of work to do at home.	41	48	7	2	1
The teaching is good.	48	49	1		2
I am kept well informed about how my child is getting on.	33	52	8	5	1
I would feel comfortable about approaching the school with questions or a problem.	51	40	7		2
The school expects my child to work hard and achieve his or her best.	60	39	1		
The school works closely with parents.	25	61	8	4	1
The school is well led and managed.	46	46	2	1	4
The school is helping my child become mature and responsible.	46	48	5		1
The school provides an interesting range of activities outside lessons.	17	30	27	11	15

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

62. There have been considerable changes in the provision for children in the Foundation Stage since the previous inspection. In the previous report, a key issue for action was to plan the curriculum for pupils under five using the prescribed desirable learning outcomes. There has been a good improvement in this aspect of the school's provision and there is a clearly defined curriculum for both the nursery and reception classes that is planned in accordance with the guidelines for the Foundation Stage. However, there are some important areas of weakness, notably because the nursery and reception do not operate as a coherent department and the monitoring of the present provision in the nursery is insufficiently developed. The caring nature of the provision however, ensures that children settle happily into the school and the well established day-to-day routines enable all children to feel secure, safe and grow in confidence. The teaching of children in the nursery is the responsibility of two nursery nurses.

63. Children are admitted to school during the year in which they reach the age of three, either part-time or full-time, depending on when their third birthday occurs. The initial assessments conducted with these children showed that their attainment on entry to the nursery is below average, overall. By the end of the reception year, most children are achieving well and are on course to meet the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and in their physical development. In their creative development the quality of learning is good and most children are on course to exceed the early learning goals. The teaching of personal, social and emotional development is very good both in the nursery and reception classes. It is given a very high priority and as a result all children attain highly in this area of learning.

Personal, social and emotional development

64. All children are well on course to exceed the early learning goals in this area by the end of the reception year. This shows very good achievement and reflects the sensitive teaching, both in the nursery and reception classes where children are constantly encouraged to feel confident about what they can achieve. The children settle quickly into the routine of the nursery where their personal and social development is given a high priority, which has a positive impact on their learning and in creating a happy atmosphere. Children quickly become independent and soon learn how to put on their aprons, take them off and hang them up after each activity. In the reception classes, all children take off their outdoor shoes at the beginning of the day and with very little help change into their plimsolls ready for their daily 'frolic time' in the hall. They take turns and adhere to the class rules, such as the number of children allowed to play in the sand or in the home corner.

65. During whole class sessions, children in the nursery and reception classes sit quietly, remember to take turns when speaking and learn to consider the feelings of others. They are polite and remember to use polite conventions such as 'please' and 'thank you' and are beginning to consider the consequences of their actions for themselves. The children enjoy learning, particularly when involved in role-play activities. They develop happy and constructive relationships with each other and the adults they work with and have a positive attitude to school. All children respond well to the high expectations of good behaviour and

concentrate for suitable periods to make the most of the activities provided for them. In the reception classes, the children are already settling to the more structured activities, such as literacy and numeracy, and show the ability to maintain attention for long periods of time. They carry out instructions carefully and conscientiously.

66. All adults working with children in the nursery and reception classes treat each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to develop an awareness of others. The nursery nurses and reception teachers ensure there is sufficient time for the children to choose activities for themselves and to initiate their own ideas through play. However, the range of resources available in the nursery to support this aspect of children's learning are in need of replacing and there are few that provide children with the opportunity to experience differences in cultures other than their own.

Communication, language and literacy

67. Children enter school with below average attainment in this aspect of their learning. In particular, their communication skills are under-developed. However, by the end of the reception year, most children use talk well to interact with others, listen attentively and respond with enjoyment to stories and rhymes. They make good progress in literacy as the reception teachers have devised a wide range of activities for the daily literacy time to increase children's interest, knowledge and understanding. As a result most children are on course to meet the recommended early learning goals for communication, language and literacy.

68. The most confident children talk readily about their own experiences and the things that interest them. All children benefit from individual support and lots of encouragement. Adults show children that they value their efforts at communicating. The children listen carefully and particularly enjoy listening to stories. Children in the nursery discuss the pictures in books and make relevant observations, such as commenting on the footprints in the mud when sharing the book *We're going on a bear hunt*. By the time children enter the reception classes, they talk about books using appropriate language, such as page, word and title. By the end of the reception year, many children recognise familiar words in simple texts and associate sounds with written letters. A few build their sounds to make simple words. There is good progress in writing from the meaningful scribbles in the nursery to writing their names unaided and other key words without help. For example, after a visit to the Safari Park, a number of more-able children wrote simple sentences, such as, 'I liked the white tiger.' and 'I liked the giraffes'. Most children have good pencil control and learn to form their letters well.

69. Teaching is satisfactory in the nursery and good in the reception classes in this area of learning. The teaching of reading is well structured, from sharing and looking at books in the nursery to the more formal learning of words and regular phonic practice in the reception classes. Although children are provided with an appropriate range of activities in the reception classes to develop their use of language through role-play, in the nursery the opportunities are limited and lack imagination.

Mathematical development

70. Children's mathematical abilities are varied when they start school and many have difficulties in using and understanding the vocabulary associated with practical mathematics. However, they make good progress in lessons and by the end of the reception year many

children are likely to reach the expected standards. Numeracy is well taught and consequently the children achieve well. In the nursery, number rhymes are used appropriately to promote children's early understanding of counting. They learn to match one-to-one correctly, for example by putting one spoon to one bowl. By the end of the reception year, most children count beyond 20 when counting out loud. They have an idea of what the numbers one to ten represent and write their numbers unaided. They make good progress in their knowledge and understanding of shape and pattern. They make elaborate pictures using a variety of shapes, use correct mathematical names for two-dimensional shapes and create simple repeating patterns using the shapes. Most children develop an appropriate understanding of mathematical language such as 'taller than' and 'shorter than' when making comparisons of height. In their early work, children are provided with a suitable range of practical experiences, such as sorting and ordering games, jigsaw puzzles and building with bricks. However, many of the resources in the nursery are rather shabby. In the reception classes, resources for mathematics are good and the variety of practical experiences provided, encourages children to participate in real-life situations. For instance, buying items from the class shop and selecting the correct number card to hang in order on a washing line.

71. Overall, teaching is good. The direct teaching of mathematics is carefully done in the reception classes and of good quality. Elements of the framework for teaching mathematics are introduced gradually to ensure a smooth transition to Year 1.

Knowledge and understanding of the world

72. Children enter the nursery with a basic general knowledge, which the nursery nurses build on appropriately, helping them to learn more about the world around them. The quality of teaching and learning is overall satisfactory and most children are on course to meet the expected standard by the end of the reception year. Activities are carefully planned and organised using themes such as *People who help us* and *The weather*. This enables children to explore aspects of the environment and to relate the work to their own experiences. In the nursery, discussion forms an important part of the work and children are encouraged to be observant and describe what they see. For example, the children discuss the change in the weather and notice that it is warmer and the frost has gone. They plant bulbs and watch them grow, know that in winter the birds need to be fed and make seed cakes for them. Children in the reception classes make sound progress in early scientific ideas. They name the main external parts of their bodies and after taking part in the daily exercises at the beginning of the day they find that their heartbeat is faster.

73. By the end of the reception year, most children understand the difference between past and present as they look at photographs of themselves and their teachers as babies and compare them with how they look now. They are developing a wider knowledge of their local community when they walk to the local shops and visit the church. However, there was little evidence of the children making simple maps. Visitors such as members of the police force, fire brigade and grandparents are invited in to talk to the children and provide opportunities for them to learn more about the world in which they live. Children in the reception classes are provided with a good range of construction toys and materials for the children to explore and use their skills to make models, but the resources available in the nursery lack the same good quality.

74. The children have an increasing understanding of modern technology and their work shows they have been provided with a range of opportunities to develop their information and

communication technology skills in literacy and art. They learn to operate the computer confidently using the mouse to select and drag items on screen to dress teddy. By the end of the reception year, they write their names using the keyboard and, with support, write a simple sentence. Children are aware of the significant events in their lives and are encouraged to share the special things that they have achieved when they meet for collective worship. Although they are introduced to other faiths and festivals such as Diwali, this is an aspect that is less well developed and there are too few role-play resources that reflect a variety of different cultures.

Physical development

75. Children are making satisfactory progress in developing physical control, mobility and awareness of space indoors and outdoors. Overall, most children are on course to attain the early learning goals in their physical skills by the end of the reception year. Children in the reception classes make satisfactory progress when involved in the physical exercises at the beginning of the day. They move in different ways and demonstrate control to hold a fixed position. Children change their clothes quickly and independently. They enjoy working together with the parachute in the large hall and running underneath it. However, whilst they have access to the playground at break-times and for scheduled physical education lessons, they do not have the comparable outside facilities or resources of the children in the nursery. This gives them limited opportunities and freedom to explore and improve their ability to move more effectively through activities such as clambering, climbing and controlling large, wheeled toys. The school has plans to address this by relocating the reception classrooms next to the nursery to enable all children to have access to the outside environment.

76. Although children in the nursery do have daily access to the outdoor play area, it is timetabled for use, rather than providing opportunities for the children to move spontaneously between the indoor and outdoor environment. Most children in the nursery show increasing control when using the tricycles and when clambering and sliding on the climbing equipment.

77. Within the classroom, children in the reception classes develop increasing hand control through cutting activities and practising their handwriting. Children in the nursery competently pick up small items of equipment when engaged in play activities and when rolling out play-dough and using cutters to make shapes. They make marks with a variety of painting and writing tools and by the end of the reception year many children use a suitable range of small tools well. Teaching fully maximises what the children can do in this aspect of their physical development.

Creative development

78. The children make satisfactory progress in the nursery in developing their creative skills. However, opportunities for an exciting range of role-play opportunities to fully maximise children's imaginations are rather limited and based around play in the home corner. Children do however use a wide range of different materials and techniques to produce pictures, paintings and prints. With the help of the nursery nurse they have made a lovely patchwork quilt. In the reception classes, the teachers successfully promote the children's creative development through good teaching. As a result, children achieve well and by the end of the reception year many of them are on course to exceed the early learning goals.

79. Children have a good range of opportunities to experiment with texture, colour, shape and form. Their work shows they are developing good drawing and painting techniques to communicate ideas about themselves in a self-portrait. They print with their hands to make pictures of hedgehogs and blow paint through straws to make bubble paintings. Role-play opportunities are carefully planned and all children respond enthusiastically and take great pleasure in re-enacting situations based on real life experiences. For example, whether in the hair dressers salon or in the 'office' the children become completely engrossed in their roles and show great imagination. For example, when in the 'office' children take on the role of the office staff by 'writing' down the 'very important' messages they receive over the phone from parents. This is a good improvement since the school's previous inspection when it was

said that children in the reception classes did not make good enough progress due to the lack of staff and space for their activities to be supervised well enough.

80. In an assembly led by children in a reception class, they dramatised their own version of moving house. This not only promoted their speaking and listening skills well but also contributed much to their personal and social development as the theme was based on friends. Children in the nursery know a good repertoire of songs and delight in singing songs with actions, such as, *I'm a dingle dangle scarecrow*. Children in the reception classes start to build their musical skills by widening their repertoire of songs and singing hymns in assemblies.

81. Overall, the quality of teaching and learning for children in the foundation stage is good. No unsatisfactory teaching was seen. The teaching in the nursery is satisfactory but there are areas of weakness. The strengths are in the very good relationships with the children and the well established caring environment. Consequently, the children feel happy and secure in school and have developed very good attitudes to learning. However, there are some weaknesses in fully developing the children's creative development through exciting imaginative role-play. Although the nursery accommodation is spacious it does not provide a stimulating learning environment for these young children. Activities are appropriately planned to develop children's learning, but in general do not encourage them to ask questions.

82. In the reception classes teaching is consistently good. Teachers have similar very good relationships and high expectations of good behaviour and progress. This shows a very different picture since the school's last inspection when the teaching in the nursery was good, but there were weaknesses in the teaching in the reception classes. Much has been done to address the identified weaknesses, but possibly to the detriment of the teaching in the nursery.

83. The teaching of children in the nursery is the responsibility of two nursery nurses. They work well as a team and in general provide the children with an appropriate range of activities that are directed towards achieving the early learning goals in the recommended curriculum guidance for the foundation stage.

84. In the reception classes, teachers plan well together and fully brief learning support assistants as to their roles in lessons. This is a good improvement, as at the time of the last inspection, teachers in the reception classes rarely had any ancillary help. The teaching of formal aspects of literacy and mathematics is good. The teachers' expectations are high and as such the children achieve well in these two important areas of learning.

85. All adults working with the children listen with interest to what the children have to say and, when working with them, demonstrate good skills in helping children to develop their language for communication.

86. A key issue in the school's last report was to plan a curriculum for pupils under five using the prescribed desirable learning outcomes. Planning for children in the nursery and reception classes is now well matched to the recommended early learning goals.

87. Children in the nursery and reception classes are very well cared for and it is evident that they feel at ease. Assessment and record keeping procedures are satisfactory. Children are assessed on entry to the nursery and again when they enter the reception classes. When

the baseline assessments are completed each child is given a target to work towards. These are shared with the parents and changed at regular intervals. The introduction of an Early Years Record booklet enables the progress of children to be tracked from the time they enter the nursery through to the end of the reception year.

88. Induction procedures for children who are starting school are satisfactory. Parents are invited to attend an informal induction morning before children enter the school to meet the staff and ask any questions. The school provides a useful booklet for parents containing information about the nursery but it has not been updated since 1995. On entry to the reception classes children start on a part-time basis for two weeks to help them settle in before attending school full time.

ENGLISH

89. Overall, standards in English are average by the end of Year 2 and Year 6. This represents a similar picture to the last inspection.

90. National test results for 2002 showed that by the end of Year 2 standards in reading and writing were above average nationally, and well above those of similar schools. Early indications are that the current cohort of Year 2 pupils are likely to achieve above average results in reading but attainment in speaking and listening and writing are likely to be average. Analysis of past work indicates that teachers' expectations in writing are not always high enough. The overall quality of teaching for pupils in Years 1 and 2 is satisfactory but in reading it is good. Results of the 2002 national tests for eleven-year-olds showed that standards were below average both nationally and when compared to similar schools. Compared with their attainment by the end of Key Stage 1, Year 6 pupils did less well than expected. Although a higher than average number of Year 6 pupils achieved the Level 4 expected of an eleven year old in last year's national tests, few pupils achieved the higher Level 5. The current group of Year 6 pupils is likely to attain the realistic targets set for 2003. This is an improvement on the previous year, and is a reflection of the good work the school is now doing to raise standards, together with the overall good and sometimes very good teaching in Years 3 to 6. At Key Stage 1, achievement is satisfactory and at Key Stage 2, it is good. The difference in achievement matches the overall quality of teaching at each key stage.

91. The school is working hard to raise standards and has introduced extra time for literacy. Teachers have received useful advice and guidance from the co-ordinator to ensure this extra time is used well. As a result of a 'reading sweep' to assess attainment, pupils needing extra support for reading have been identified and additional literacy time has been provided to meet their needs. Following a writing week, all staff were involved in judging work against National Curriculum level descriptions to ensure consistency of assessment. This has resulted in pupils having realistic, individual writing targets, although some members of staff have not been as quick to implement these as others. New assessment procedures, aimed at showing the rate of progress that pupils are making from the Foundation Stage to Year 6 have been introduced, and the setting of pupils by ability in Years 3 to 6 means that tasks are now planned to suit their specific needs. This is beginning to have a considerable impact on standards. Although planning takes full account of the National Curriculum and the National Literacy Strategy, writing tasks are sometimes too mundane, providing pupils with little excitement and stimulation. The breadth of pupils' reading material is being improved, although the use of the library as a resource for research is extremely limited, as a result pupils' skills in research are under-developed.

92. The attainment of pupils entering Year 1 is broadly average. Throughout the school they make satisfactory gains in developing their speaking and listening skills, so that by the end of Years 2 and 6 they are in line nationally. Pupils' confidence in speaking is promoted well and pupils thoroughly enjoy participating in conversation, although their sentences are not always grammatical and their command of language is not extensive for their age. Pupils are steadily building up their vocabulary because teachers throughout the school are careful to introduce and consolidate subject specific words, which are often clearly displayed and referred to frequently in lessons. During a good lesson in Year 2, innovative use of a puppet, together with the dramatic telling of a story about Little Red Riding Hood, stimulated one pupil to exclaim, "Yum, yum, that girl tastes good! I'm going to eat your granny next. Ha! Ha!" Pupils are often asked to share their ideas with others in small and large groups. This boosts their confidence considerably. In one such lesson, pupils collaborated very effectively in producing interesting and amusing lyrics to a familiar song. Very good teaching during a poetry lesson for higher-attaining pupils in a Year 5 class resulted in pupils broadening their vocabulary and knowledge of Old English words. Nevertheless, opportunities are sometimes missed throughout the school to enrich pupils' use of exciting, imaginative language. Each class holds a regular forum to put forward suggestions and make decisions about school council issues. These provide pupils with excellent opportunities to speak and listen in a different setting to a different audience. In one such very good session seen, pupils considerably enhanced their debating skills when putting forward arguments for and against the introduction of a school tuck shop. Pupils perform plays they have written themselves and use dramatic voices and facial expression to enhance their performance.

93. Pupils attain above average standards and achieve well in reading by the end of Year 2. This is because basic skills are taught well and teachers take every opportunity to extend and consolidate reading skills. Big-book sessions are used effectively. For example, pupils in Year 1 joined in reading a story about a bear and, because the teacher asked pertinent questions, made sensible predictions about what might happen next. Because phonic skills are well taught, pupils are confident to 'have a go' at unfamiliar words, and talk simply about what they have read, although they sometimes find difficulty in talking about previous stories. They know that contents pages and indexes are a means of finding information quickly although pupils have infrequent opportunities to put these skills into practice across the school. Continuous challenge enabled lower-attaining pupils in Years 3 and 4 to identify similarities and differences between the styles of two authors, although the teacher had to work very hard to maintain their concentration. Use of dictionaries is well established and in one good lesson seen pupils used the computer to access a thesaurus; this considerably enhanced their knowledge of word meanings. Nevertheless, the use of information and communication technology as an aid to learning is under-developed across the school. By the end of Year 6, most pupils read accurately and confidently, although their skills in finding and retrieving information are under-developed. Very good use of resources enabled lower attaining Year 5 pupils to compare different versions of the story of *Jason and the Golden Fleece* as portrayed on videos, posters and books, while at the same time introducing them to classical stories. Although pupils are introduced to a range of works by famous authors, only the higher-attaining pupils are confident in expressing opinions about the works of authors such as J K Rowling and Jacqueline Wilson. Pupils' enjoyment of reading is fostered from the start because teachers tell stories dramatically and expressively. This sets a good role model for pupils, many of whom read with confidence and expression. Home-school reading diaries contain useful guidance, but are not always used to give parents ongoing advice on

how to improve pupils' reading. Guided reading sessions in class, however, are used well to assess what pupils need to do next in order to improve.

94. By the end of Year 2 and Year 6 standards in writing are average. However the school's current focus on writing is beginning to pay dividends. Pupils are mainly confident writers because basic skills such as grammar and punctuation are taught well and rules for spelling are taught in correct sequence. Frequent opportunities are given across the curriculum for pupils to put their skills into practice, although all too often this means recalling what they have been taught. Because teachers know the subject well, pupils are taught to structure their writing with care, although some find difficulty in maintaining this structure throughout in their extended writing. Year 1 pupils write simple sentences and show an understanding of full stops. By the end of Year 2, pupils write at length for a range of purposes, using well punctuated, sequenced sentences sometimes linked with simple connectives. Overall, however, pupils' work lacks variety and excitement, both in content and in the way it is presented. Although no unsatisfactory lessons were seen in Years 1 and 2, analysis of work in these years shows considerable inconsistency in expectations. There are examples of lower expectations of pupils in Year 1. Nevertheless good teaching in a Year 2 lesson enabled pupils to write fitting character descriptions and higher-attaining pupils incorporated words such as jealous and scowling to enrich their writing. Although notices and captions abound in classrooms and are referred to by teachers and pupils, word banks as an aid to writing are not always easily accessible. Because of the teacher's very good questions and explanation, together with the playing of atmospheric music, a Year 3 class understood how writers create imaginary worlds. This resulted in pupils using an extensive range of exciting adjectives to enrich their efforts.

95. Poetry is a regular feature of the curriculum. As a result of very careful explanation and sensitive questions, Year 5 pupils wrote amusing and imaginative endings to the poem Bishop Hatto then evaluated their work in order to improve. Although pupils across the school write for a range of purposes, including poetry, letters, and accounts, many planned writing tasks do not entice the reader. Outcomes are too mechanical and lack real stimulation and excitement. The teaching of handwriting is inconsistent and the use of pens is under-developed. As a result, there is considerable variation in the presentation of pupils' written work in all subjects. Higher attaining pupils in Years 1 and 2 are sometimes restricted by the size of the paper and stop writing when they have reached the bottom of the page.

96. Pupils enjoy English lessons, a view endorsed by parents. Most show good attitudes to work. Behaviour is nearly always good and, in some lessons, it is very good. The very high quality of relationships that exist between pupils and teachers is a major strength; therefore pupils are keen to contribute because they know their efforts will be valued. They work hard and conscientiously even without direct supervision and enjoy sharing their work with others, often offering help and guidance. Pupils develop their personal skills well, although more opportunities could be given for independent research. Pupils empathise with the feelings and emotions of characters in stories and poems, and behave responsibly when working in small groups and pairs. As an example, good use of drama in a Year 2 lesson resulted in pupils sharing roles harmoniously and productively. Pupils often applaud each other's efforts spontaneously. Teachers are good role models and the calm, sensitive manner with which they question and explain conveys itself to the pupils. Lapses do occur however when pupils are not sufficiently motivated, when expectations are too low and when teachers' management skills are less secure. This is more prevalent in the Year 1 classes.

97. The school makes good use of literacy in other areas of the curriculum. Teachers use non-fiction texts in big-book and guided reading sessions, and pupils write for a range of purposes including science, religious education and history. As an example, pupils wrote their own explanations as to the fate of the Marie Celeste and, following a visit to the Hindu Mandir, compared the customs of Hindus with those of Christians. The use of information and communication technology to help pupils make progress in English is under-developed.

98. The satisfactory quality of teaching for pupils in Year 1 and 2 has been maintained since the last inspection. Teaching has improved for pupils in Years 3 to 6 where it is now good overall, and frequently very good. The quality of teachers' planning and their subject knowledge has also improved and planned activities meet pupils' differing needs. Because pupils with special educational needs receive good support from class teachers and able learning support assistants, their progress is similar to that of others. Their specific needs are insufficiently identified in planning and statements for two pupils are not available. Pupils with hearing impairment are very well supported and the needs of pupils with English as an additional language are appropriately met. Teachers are careful to include all pupils in activities and lessons proceed at a good pace. Because teachers are careful to explain clearly what pupils need to do and keep pupils on task, time is used well. Lessons are managed well and the marking of pupils' work is regular although this does vary in quality. The use of homework is satisfactory. Good dialogue exists between class teachers and the learning support assistants. The learning support assistants frequently assess pupils' progress in group and individual sessions.

99. Assessment procedures, although not yet fully implemented, are in place and the school is beginning to use results of assessment well to plan the next stage of learning. Where pupils know what their next steps in learning are, through group and individual targets, they work well towards those goals. Consideration now needs to be given to enriching the English curriculum through visits and visitors, including authors and poets, as well as increasing the range of exciting opportunities to stimulate pupils' desire to want to read and write. The regular monitoring of teaching and learning in the classroom is under-developed. The perceptive, enthusiastic, co-ordinator, together with the recently appointed headteacher, have a clear vision of what the school needs to do next to raise standards. The potential for improvement is good.

MATHEMATICS

100. In the 2002 national tests for seven-year olds, pupils' attainment was above average. When compared with similar schools the pupils' results were also above average. Inspection findings indicate that standards in Year 2 are currently above average. The school has made significant progress since the last inspection in raising standards in mathematics. This is mainly attributable to the successful introduction of the National Numeracy Strategy and the high priority given to the development of the subject. Consequently, all pupils achieve well, including those who have special educational needs and those with English as an additional language.

101. The 2002 national test results for pupils in Year 6 show that attainment was average. When compared to pupils in similar schools the results were also average. Standards of work

are currently average. Over the last three years, the results in mathematics have climbed steadily to become average for the first time in 2002. Although at present the pupils' achievement is satisfactory, a number of initiatives recently introduced by the school are improving standards and gradually becoming successful in improving pupils' performance. Overall, the trend is one of improvement. Pupils with special educational needs and those with English as an additional language are included well by teachers and assistants in lessons and consequently make satisfactory progress. The number of pupils achieving the higher Level 5 is average. The school has, however, recognised the potential of pupils who are gifted in mathematics and as a result, two pupils in Year 5 are attending the Walsall Schools Advanced Mathematics Centre to enrich and develop their knowledge. Although there are variations from year to year in the performance of boys and girls, over time there is little difference. No significant differences in the attainment of boys and girls were observed in lessons.

102. By the age of seven, pupils have a good knowledge of the basics of addition and subtraction. They begin to know multiplication facts for two, five, and ten and learn how to make estimates of numbers up to 20 and find the difference between the estimate and the actual number. In Year 1 they add up and subtract using tens and units and learn what each digit represents in numbers from ten to 20. Many count confidently up to 50. In Year 2, most pupils understand the place value of each digit in tens and units and higher-attaining pupils know what each represents in a three-digit number. For example, they know that 246 is $200+40+6$. When using or applying mathematical strategies, they explain their reasoning to each other using their knowledge well to solve money problems. For instance, when totalling coins of different values they give £2.46 in £1, 10p and 1p coins. They have a good knowledge of shape, space and measurement. They know the mathematical names of two-dimensional and three-dimensional shapes, such as sphere, cone and pyramid and use standard measuring equipment to find out the length and height of a variety of objects. Pupils develop their skills in estimating and learn to use vocabulary such as nearly, too many and not enough when making their estimates. Most pupils have a sufficiently secure understanding of the technical language involved in mathematics to attack word problems with confidence.

103. By the age of eleven, most pupils have a sound knowledge of number. They have reasonably quick mental recall of multiplication and division facts and handle some larger numbers above 1,000. The majority of pupils are developing a secure understanding of fractions and decimals. Pupils have worked on square numbers and prime numbers and, with support, find the prime factors of any number to 100. They use written methods effectively to show their workings. Analysis of pupils' work showed that pupils make satisfactory progress. With support they are developing strategies to solve mathematical problems, so that by Year 6, most pupils work in all four operations; addition, subtraction, multiplication and division. From Year 3 to Year 6 pupils' improve their knowledge and understanding of shape well. As a result, by Year 6, most pupils calculate the perimeters of simple and compound shapes and the higher-attaining pupils recognise where the position of a shape will be after two translations. Pupils in Year 5 are familiar with the vocabulary of reflective symmetry and investigate the lines of symmetry in regular polygons. They learn how to interpret data from charts and graphs, but in general this is an aspect of mathematics which needs developing, particularly the transfer of the data onto a line graph. In Year 3 and 4, good teaching ensures that pupils develop their own strategies for solving problems and use them to work out answers. They have a secure knowledge of the use of addition and doubling numbers. They are beginning to understand that they can check number work by using the inverse of the

operation, such as checking division answers by using multiplication. Pupils in Year 5 who find the work challenging, are starting to solve word problems involving partitioning numbers in order to multiply and using brackets to show the answers. For example, after being presented with the problem of finding out how many children would there be if 16 children sat in 7 rows, they used brackets, $(10 \times 7) + (6 \times 7)$ to show how they arrived at the answer. All pupils are learning to use mathematical vocabulary and are beginning to understand what the terms mean.

104. The quality of teaching and learning is good with some very good aspects and as a result pupils achieve well in lessons. This is a good improvement since the school's last inspection when teaching was satisfactory overall. One unsatisfactory lesson was observed in a Year 1 class. Lessons are planned thoroughly and cater not only for the different levels of ability within the class but in Years 3 to 6, where pupils are placed in sets according to their ability, the work provides appropriate challenges for all pupils. Teachers make sure that pupils know what the objectives of each lesson are and share these well with them. Overall, teachers have very good relationships with their pupils. They are encouraging, supportive and manage the pupils very well, so lessons are productive and the atmosphere is one of enjoyment and hard work. Consequently, pupils are enthusiastic about mathematics, show interest and are very willing to tackle number problems and explain their methods to others. On the one occasion when teaching was found to be unsatisfactory it was due to the slow pace and weaknesses in control of the class. Consequently, significant numbers of pupils were not engaged in the lesson and made little progress.

105. The majority of teachers are confident with the National Numeracy Strategy and they apply it effectively. The mental mathematics starter sessions provide stimulating but orderly starts to lessons. For example, in a good Year 2 lesson, the teacher made learning relevant but also fun by using flash cards with the number names in words up to one hundred for pupils to read and find the matching figures on their 'bingo card'. Good teaching and learning is characterised by teachers who use their good knowledge and understanding of mathematics to set interesting and challenging activities. Increasingly they encourage pupils to solve problems in their own way and stress the need for pupils to talk about how they arrived at a particular answer. By valuing the contributions of pupils and using them as examples to discuss with the whole class, pupils learn from each other and develop confidence to tackle new work successfully. Teachers' build on from previous learning effectively and maintain a brisk pace, moving from one activity to the next in a well organised way. The teaching of number is a strength, as illustrated in a very good Year 3 lesson when pupils were required to add and subtract three and four digit numbers within a given time. After challenging the pupils to explain their calculation methods, the teacher gave a well informed demonstration to develop their skills. As a result, the pupils in this high-attaining group set about using a range of appropriate written strategies to help them calculate the answers. Teachers are inconsistent in their expectation of the quality of presentation of pupils' work which is mainly done in pencil and, at times, lacks clarity in number and mathematical symbols.

106. Learning support assistants are well deployed and help by giving small groups of pupils extra support in the aspects of mathematics concerned. The good two-way communication between teachers and the assistants ensures that all adults working with the pupils know exactly what areas need attention. Although pupils' work is marked regularly, it rarely includes helpful comments to show pupils how to improve. However, the recent

introduction of providing every pupil with individual targets to aim for is improving pupils' understanding of expectations.

107. Numeracy is appropriately used across the curriculum. In geography for example, pupils plotted data of change in temperature at different altitudes on a mountain onto a chart. Science provided pupils with the opportunity to produce line graphs to illustrate their pulse rate before and after exercise. In history, they collected data from a questionnaire about the way their grandparents travelled to the seaside and used information and communication technology to present the findings. However, in general there is insufficient planning and use of information and communication technology in mathematics.

108. The mathematics curriculum is good and the National Numeracy Strategy has been implemented effectively. At the time of the school's previous inspection, the lack of a scheme of work was identified as inhibiting the development of learning. This is now much improved and a great deal of work has gone into providing new planning documents for the teaching of mathematics. New initiatives such as the introduction of an additional 'Morning Maths' session for pupils in Year 3 to Year 6 have assisted pupils in their quick recall of number facts and helped with their problem solving. Since the last inspection, the setting of pupils into ability groups in Year 3 to 6 has improved standards in mathematics.

109. The co-ordinator leads mathematics well, clearly understands what is required to maintain the steadily rising standards and, with the support of the headteacher, has undertaken a great deal of work to achieve this. This has successfully raised the profile of mathematics throughout the school. The good assessment procedures and analysis of data enables teachers to plan and focus on areas that need attention. This is a good improvement since the school's last inspection when the assessment arrangements were said to be adequate but not effective in meeting the learning of needs of all pupils. Above all, pupils enjoy the subject and are very willing to learn. This is due to the very good focus that the school has brought to bear on mathematics, which is improving markedly the pupils' learning.

SCIENCE

110. Currently, at age eleven, the standards attained by pupils are at the level found nationally. At age seven, the standards attained by pupils are also at the expected level. The main strengths in provision are the practical activities that develop pupils' scientific knowledge and understanding and the strong focus on investigative work. Scientific and enquiry skills continue to develop although generally standards remain the same as they were at the previous inspection. Overall, during their time in the school, all pupils, including those for whom English is an additional language, those with special educational needs and those from ethnic minority backgrounds, make satisfactory progress. All pupils are fully included in the science work of the school.

111. The results of teacher assessments show that in the summer of 2002, pupils aged seven attained standards that were in line with those expected of pupils of their age. Inspection evidence shows that standards have been maintained and the attainment of the present Year 2 is in line with expectations. These standards are the result of focussing on specific aspects of the programmes of study expected to be covered by pupils of this age. In Year 1, pupils discussed with their teachers where the various sources of light might be found. They then walked around the school to investigate the sources of light within the

building. This investigative work led them on to discussing reflection and the source of light seen on the moon.

112. The results of the SATs undertaken by eleven-year-olds show that in 1999 and 2000 standards were below average in both years. These improved in 2001 and in 2002 were at the level found nationally. Currently, attainment by pupils in Year 6 is at the expected level. This is the result of a very competent co-ordinator who has carried out a careful analysis of pupils' work and test results and set in place an improved scheme of work which focuses on specific programmes of study for pupils of this age. All pupils have a sound understanding of the differences between a solid, liquid and a gas. They have carried out investigations to find out what happens when a gas becomes a liquid. They have a good understanding that the temperature of water affects the speed of dissolving a solid after carrying out a fair test with sugar lumps and water of varying temperatures. They are knowledgeable about separating different substances and that a gas is released from yeast when sugar is added. Pupils have a good idea about what constitutes a balanced diet and how food moves along the digestive system within the body. They have investigated pulse rates and found out the effect which exercise has on the pulse rate. After carrying out practical activities associated with pulse rates they assembled the data into bar charts and line graphs to aid comparisons. Such activities link well with their work in numeracy.

113. At Key Stage 1, the quality of teaching and learning is satisfactory. At Key Stage 2, teaching varies between satisfactory and very good; overall it is good. The most successful teaching was where the teachers had a very good understanding of the requirements of the National Curriculum programmes of study and set up activities that enabled pupils to attain the higher levels of the attainment targets and clearly demonstrate their attainment. In a good lesson in Year 2, pupils investigating force were provided with good opportunities to predict and investigate how force affects movement. They used a catapult to propel a piece of card and predicted the effect of extending the elastic band to varying lengths. Another group of pupils investigated friction as they propelled a ball along different surfaces. The teacher and learning support assistants advanced pupils' learning as they provided challenging questions enabling them to understand the importance of fair testing. These concepts are appropriately developed as pupils move through the school. For example, in a Year 5 lesson where pupils were investigating evaporation, the teacher encouraged pupils to act as particles and move as evaporation occurred. This demonstration helped pupils to understand the concept of particles spreading out. Pupils discussed the evaporation which occurs when washing on the line dries or when a wet handprint on paper disappears. Throughout the activities, the teacher and learning support assistant worked closely with pupils correcting any misconceptions and assessing the pupils' level of understanding. As the session progressed, the pupils became increasingly secure in their knowledge and understanding of particles and evaporation. As a result, pupils were able to make sensible predictions and decide what evidence to collect to construct a fair test. Pupils rose to this level of challenge and worked keenly and with great enthusiasm. The result was rapid learning and an attainment level beyond that normally expected for pupils of this age.

114. All pupils are keen to undertake science activities and the majority of pupils have attitudes to learning that are good and they behave well. This means that teachers can set many interesting and often exciting practical activities that help pupils understand the concepts being taught and this aids pupils' learning well. In addition, relationships between adults and between pupils themselves are very good and thus co-operation in groups is always

good and they carry out practical work carefully and safely. This ensures that learning is secure as pupils strive hard to complete the work set by the teachers. Pupils learn well from each other and listen carefully to advice offered by the teachers and other adults in the classroom.

115. The subject is well led by the co-ordinator. The co-ordinator has worked extensively on analysing the SAT results and has identified areas for development in the curriculum throughout the school. For example, he identified that sound was a topic in which pupils needed to improve their understanding. He is currently working with a group of pupils before school each week to develop their understanding. This approach towards the teaching of science raises standards and develops confidence in pupils' work. Although work has begun on tracking pupils' performance, this needs to be developed in order to provide teachers with accurate information and raise levels of expectation of pupils' performance. Assessment and monitoring procedures are in place but they are insufficiently developed at this stage to really influence planning and raise standards. The co-ordinator needs to address this issue and ensure that all teachers use the good planning procedures present in the school. Links with other subjects are satisfactory and the co-ordinator has plans to develop links with information and communication technology. Teachers identify opportunities when learning in numeracy may be extended, for example through measuring in science and the drawing and interpretation of graphs. The school rightly emphasises the link with literacy through the learning and use of correct scientific vocabulary. Provision for pupils' moral and social development is good but there are few opportunities for cultural and spiritual development. Resources are satisfactory and readily available for staff and pupils to use. The school has the capacity to raise standards further.

ART AND DESIGN

116. By the ages of seven and eleven, pupils including those with special educational needs, those from ethnic backgrounds and those for whom English is not their first language, make satisfactory progress in exploring and developing their skills and ideas and achieve standards expected for their ages. At the time of the previous inspection, standards were reported to be above national expectations. Pupils are provided with a suitable range of activities to work in two-dimensions and three-dimensions. A satisfactory range of resources enables pupils to use different materials such as crayons, paint and pastels. Pupils investigate different textures and successfully develop their work. Older pupils are developing their skills of evaluation as they plan, draft and improve their work. Lessons are mainly whole-class based and this means that some opportunities are missed, for higher-attaining pupils in particular, to use their skills to follow their own lines of creativity or experimentation. Pupils co-operate well and share the resources sensibly.

117. Year 1 and 2 pupils mix paint effectively to produce different colour tones and experiment with different textures and materials to produce collages. In both year groups, they develop their observational skills to draw portraits of their friends. In Year 2, pupils produce still-life drawings of fruit and flowers. Pupils explore pattern and shape and use a variety of materials for weaving. Good links are made with design and technology as pupils use fabric painting when designing and producing a coat. Some links are developing with information and communication technology as pupils compare photographs taken with a digital camera to their own drawings of the same subject. Pupils have looked at shapes within buildings and have produced their own textured tiles using clay and plasticine.

118. Seven to eleven-year-olds are provided with good opportunities to use and apply paint and crayon in a variety of ways. Their skills of observation and drawing are developed sensitively. This was seen to good effect during a very good lesson with Years 3 and 4. Pupils were required to record first-hand observations of figures in different poses. The teacher used very good vocabulary to reinforce the learning objectives. Such words as, 'depth', 'shadow', 'shape' and 'form' inspired their imagination. The teacher's very good subject knowledge enabled him to give the pupils very good support in understanding proportion in figure drawing and in the correct choice and use of pencils. They were exceptionally well motivated, which resulted in their behaviour being very good. Pupils in Year 5 have linked their mathematical knowledge to the subject by producing symmetrical drawings. In Year 6, pupils have looked at other artists for inspiration. For example, they looked at the work of Andy Warhol and tried to emulate his style. In addition, they have studied artists such as Elizabeth Drummond, Joan Miro and Monet. Pupils have drawn sketches of Tudor buildings in connection with their work in history and used their artistic skills to illustrate a poem studied in English. Pupils throughout the school have sketchbooks and these are used satisfactorily to plan, develop and sketch their ideas.

119. Overall the quality of teaching is good with some very good teaching in Year 3 and 4. The curriculum is firmly based on schemes produced by the Qualifications and Curriculum Authority and teachers are using the expectations from this document to assess pupils' work. There is a need to use assessment information to inform planning closely to ensure that all pupils are provided with appropriate challenges.

120. Pupils respond well to their work in art and design. They work well together and enjoy the opportunity to discuss their work and suggest ways in which they can improve it. During the inspection, the artwork of pupils was attractively displayed in the classrooms. The school should consider celebrating pupils' work by creating displays throughout all the public areas of the school in order that pupils' might benefit from seeing the full range of skills and techniques of all its pupils. Pupils would also benefit from the displayed work of established artists, from both Western European and other cultures. The co-ordinator has recently set up art pages celebrating pupils' work to put on the school's web site.

DESIGN AND TECHNOLOGY

121. Most pupils attain standards that are broadly typical of those found nationally at ages seven and eleven. This is the same as at the time of the previous inspection. As pupils move through the school, they make satisfactory progress in developing their knowledge and skills. Pupils with special educational needs and those for whom English is not their mother tongue, reach similar standards and make similar progress to their classmates.

122. Pupils in Year 2 design a coat for Joseph and plan how to make a vehicle that moves. They use glue and sticky tape to join card and thread to join cloth. They discuss how best to make an axle and know the size of wheels can affect how a vehicle moves.

123. Pupils in Year 6 design such articles as cushions and bridges. When they begin to make the articles they make appropriate adaptations to their design. They realise the limitations of some materials they have chosen and re-assess their original concept. They are

beginning to think about fair testing when experimenting with structures for bridges. At the end of the project they make honest evaluations of their work. A pupil in Year 4 wrote, 'I could make it even better by fitting all the writing on' when he had made packaging. One Year 5 pupil wrote, after tasting the biscuits she had made, 'I would not put garlic in again'. Pupils talk willingly about their work, showing knowledge and understanding of the processes involved.

124. No lessons were seen in Key Stage 1, so no judgement can be made about the quality of teaching. In Key Stage 2, two lessons were seen, the quality of teaching in one was satisfactory and in the other it was good. In Year 6, the teacher's clear explanation enabled pupils to understand the task quickly. Her very good organisation of materials ensured that pupils started their task without wasting time. In both lessons, planning was good, pupils were well managed and challenged. Relationships between adults and pupils were good and on the whole pupils worked well with each other.

125. The school uses the Qualifications and Curriculum Authority guidelines for the subject. The subject has not appeared on the school development plan in recent years, although resources have been updated and are satisfactory. They are stored safely and accessible to staff. The co-ordinator fulfils her role competently. She keeps examples of pupils' work and has a collection of photographs taken over time. Procedures for assessment are in place but are not used to inform curriculum planning.

GEOGRAPHY

126. During the inspection, it was only possible to observe the teaching of geography in Years 2, 3 and 6. Judgements are based on these observations and on the analysis of pupils' work, teachers' planning and discussions with pupils and teachers. The evidence indicates that pupils reach average standards by Year 2 and Year 6. Most pupils make satisfactory progress both in gaining knowledge in the subject and also in improving their geographical skills. The previous inspection found that pupils' attainment was in line with national expectations by the end of each key stage. Pupils with special educational needs and those with English as an additional language benefit from the effective support that they receive from their teachers and this consolidates the progress that they make. There are no significant differences in the attainment of boys and girls.

127. Pupils in Year 1 and Year 2 have a secure knowledge of the features that form part of their local area. They draw the route from their home to school and provide clear directions of how to get there, using language such as, turn left, across the road and past the shops. They are developing a sound awareness of maps and understand that there is a wider world beyond their immediate surroundings. Pupils in Year 2 identify different places in the world as a result of the travels of 'Barnaby Bear'. They recognise that the different types of weather Barnaby will experience on his journeys will influence the type of clothes he will need. Through their study of the Isle of Struay pupils in Year 2 begin to recognise that the environment in their own locality is different to other places. They draw a map of Struay and mark in places mentioned in the story of *Katie Morag and the two grandmothers* such as the High Farm, jetty and the holiday house. They locate Scotland on a map and are beginning to recognise the differences and similarities between the Western Isles of Scotland and Short Heath. In their map work, they locate the main continents and oceans and mark them on a map of the world.

128. Pupils in Year 6 have a sound understanding of the subject and are developing their geographical skills through the study of Llangollen, a small town in Wales. They look closely at photographs of Llangollen and compare them with their own surroundings. They identify the advantages and disadvantages of living there and consider the problems caused by the traffic in the summer and compare it to the traffic in spring. Pupils use the information provided from traffic surveys in town to make appropriate bar graphs. They identify features such as the river, roads, canal and the railway on a map of Llangollen and realise how the features affected the nature and location of the human activities in the town. However, there is little evidence of pupils using four-figure or six-figure grid references to locate places on maps. Pupils in Year 5 carry out an in-depth study on mountain environments. They gain a good understanding of the important characteristics of the major mountain ranges of Great Britain. They describe the effects of varying weather conditions on different types of human activity and know how the mountain environment is protected. Pupils in Year 3 and 4, study the village of Chembakolli in India. They name the main rivers, cities and highland areas of India and develop a good understanding of the economic activities in Chembakolli. They use maps of the region to identify the main physical and human features and are aware of the similarities and differences between their own homes and schools with those of children living in India. Pupils use different scale maps of the United Kingdom to find a good range of places correctly. They make good links with history as pupils use time-lines to understand the order of settlements made by the Celts, Romans, Saxons and Vikings in England.

129. The quality of teaching and learning in geography is satisfactory overall with some good features. This is similar to the judgements made in the school's previous inspection. Lessons are well thought out and the work planned is appropriate, challenging all pupils to respond to at their own level. However, there are some weaknesses in the use of information and communication technology to help pupils in their geographical investigations. Teachers give good support to pupils and use question and answer sessions well to recall and reinforce pupils' knowledge. Teachers are careful to emphasise the correct geographical vocabulary and this helps pupils to a greater understanding. The teachers are good at providing clear explanations, so that the pupils' quickly understand what is expected of them. This also helps pupils with special educational needs and those with English as an additional language to understand the work being taught. Teachers refer to the learning objectives and state these clearly to pupils so that they succeed in meeting them. Where teaching is unsatisfactory, the pace is slower and as a result the lesson does not fully engage the pupils in their learning at all times. In most lessons, teachers manage the pupils well and consequently pupils respond positively and work hard.

130. The co-ordinator for geography provides good leadership. She has worked hard to raise the profile of geography in the school. In the school's previous inspection, it was said that the school had not completed the process of establishing a scheme of work. This is much improved and the scheme and accompanying guidelines provided by the co-ordinator give clear support for teachers' planning. Although procedures for assessing the pupils' attainment are based on the expectations as set out in the nationally recommended guidelines, there was little evidence of assessment used to identify the pupils' progress in their geographical skills. Resources are good, although the use of information and communication technology to support the teaching of geography is insufficiently developed. The school makes good use of visits in and around their own locality to extend the pupils' geographical knowledge. However, there have been few visits to places beyond their own locality. The

subject makes a good contribution to pupils' spiritual, social, and moral development, through the opportunity for pupils to consider world-wide issues relating to environmental change and how it affects the lives of people. Pupils' cultural development is appropriately promoted through the study of countries in different parts of the world and the activities of people who live there.

HISTORY

131. Most pupils attain standards in history that are broadly typical of those expected nationally at ages seven and eleven. Very few attain higher standards for their respective ages. As pupils, including those with special educational needs and those for whom English is not their mother tongue, move through the school they make satisfactory progress in developing their knowledge and skills.

132. Pupils in Years 1 and 2 are developing their knowledge about the passage of time. They understand that events happened recently, long ago or very long ago. Year 2 pupils use the terms 'modern', 'in the past' and 'long ago' with accuracy and confidence. They know that different materials were used in the past. They devise a questionnaire for their grandparents to complete about seaside holidays in the past and are keen to share the information they had gathered. They recall information about events and people. For example, the great fire of London and the work of Florence Nightingale.

133. By the time they are in Year 6, pupils have a good sense of chronology, having experienced coverage of all the historical periods required in the National Curriculum. They have used empathy when studying World War II, imagining themselves as evacuees and making gas masks. They develop research skills through their use of a range of reference books and the internet. They devise questions to which they research an answer. They work well in small groups for these activities.

134. Two lessons were seen in Key Stage 1. The quality of teaching was satisfactory in one but unsatisfactory in the other. Resources for history are unsatisfactory for Key Stage 1 pupils. This affects the quality of teaching. In one class, there were no pictures or artefacts for pupils to look at while learning about kitchens long ago. In the other class, the pictures were too small for pupils to see as a class and the photocopied pictures for group work were of poor quality. Therefore learning was not as good as it could be. Pupils are not fired with enthusiasm for the subject and cannot talk knowledgably about artefacts. Teaching was satisfactory in the one lesson seen in Key Stage 2.

135. Resources for Key Stage 2 work are good and a wide variety of books, posters and artefacts are stored in an accessible way. Resources for Key Stage 1 work are unsatisfactory. The co-ordinator plans to enhance these as soon as the subject is a priority on the school development plan. Visits bring a realism to pupils' learning, for example when they see Victorian schoolrooms and the domestic arrangements in Victorian houses such as Shugborough Hall. Procedures for formal assessment are not sufficiently used to help pupils make progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. Most pupils attain standards in information and communication technology that are broadly typical of those found nationally at ages seven and eleven. Very few attain higher standards for their respective ages. This is slightly better than at the time of the previous inspection when attainment in control and modelling was unsatisfactory. As pupils, including those with special educational needs and those for whom English is not their mother tongue, move through the school they make satisfactory progress in developing their knowledge and skills.

137. Standards in Year 2 are satisfactory. Pupils are confident users of the keyboard and mouse. They use their word-processing skills to write sentences and labels. They use the backspace key to correct their work.

138. Standards in Year 6 are satisfactory. Pupils use subject-specific vocabulary well. They use a spreadsheet to enter data about party food costs. They use formulas to calculate the cost per person and the total cost of each item of food. Pupils were confident using the spreadsheet program and made good progress during the lesson.

139. Pupils have a one hour information and communication technology lesson each week in the classroom. Most classrooms have one computer, though some have two. The teacher teaches the new skill to the pupils using the main classroom computer. Pupils then take it in turns to practise their newly learnt skill on the computer. The other pupils complete a related textbook exercise. In most classes, about a third of the class have use of the computer during the lesson. The other pupils have a turn sometime during the week. This slows the pace at which pupils learn.

140. Teaching in Year 3 to Year 6 is good. Behaviour is well managed and pupils are keen to listen and then complete their task. Lessons proceed at a good pace and good progress is made within the lesson. Teachers have high expectations of pupils' learning and they respond well and work hard. Teachers have good subject knowledge and they pass this on to their pupils. In one Year 5 lesson, the teacher installed four laptop computers linked to the main computer. The teaching in this lesson was very good because the teacher gave a very clear explanation of the work, demonstrating on the main computer while pupils watched on the laptops. Progress in the lesson was very good as all pupils were able to work on a computer for half the lesson. Pupils were challenged to achieve more through the suggestions in the display the teacher had put up. Teaching in Year 2 is satisfactory and pupils learn at a steady rate. In a Year 1 class, the pupils' behaviour was not managed well, the pace of the lesson was slow and pupils did not learn as much as they should.

141. Pupils enjoy information and communication technology lessons. They are eager to learn, listen well and co-operate when sharing a computer. They have good relationships with the teachers. They work independently on a computer in the classroom.

142. Resources have improved over recent years but the ratio of computers to pupils is barely satisfactory. Work on the information and communication technology suite is planned to start very soon. This has the potential to enable all pupils in a class to work on a computer during the lessons and hence improve their rate of learning. There is a range of good software covering most curriculum subjects. Computers are used in subjects other than information and communication technology, but because of the availability of computers this is limited to a small number of pupils. The co-ordinator manages the subject well. She has a clear vision

for the future development of the subject. Assessment procedures are insufficiently used to help pupils make better progress.

MUSIC

143. The average standards that were identified at the time of the last inspection have been maintained. Although examples of good and very good teaching were seen during the inspection, discussion with teachers and pupils and analysis of planning indicate that, overall, teaching and the rate at which pupils learn are satisfactory. There is some lack of subject knowledge throughout the school and the sharing of staff expertise to support less confident teachers has not yet been considered. Nevertheless, in the good and very good lessons seen, teachers used a published music scheme well. In these lessons, pupils' progress accelerated. Pupils sing well and enjoy performing in lessons, assemblies and in special concerts. In Years 1 and 2, pupils sing sweetly and rhythmically and take account of the mood of the songs and modify their performance as a result. By the end of Year 6, pupils maintain their own line in two-part songs and recognise how pitch, tempo, dynamics and silence can be organized to create moods and effects. Pupils compose and appraise the sounds they create with their voices. A shortage of good quality tuned percussion instruments means that skills in notation and in combining musical sounds in a variety of ways is under-developed. A minority of pupils is taught to play woodwind, stringed and brass instruments by visiting specialist teachers. In these lessons, and when pupils attend the school choir and recorder groups, pupils achieve well.

144. As a result of good teaching in Year 1, pupils soon recognised and named simple percussion instruments. Good explanation and demonstration from the teacher, together with the playing of music with contrasting styles, helped them to develop their understanding of the need to maintain a steady pulse. Teachers are careful to introduce and consolidate musical vocabulary, which is displayed at the start of lessons. This also aids pupils' literacy skills. Because the teacher made learning fun, and involved pupils fully in their own learning, they changed the pitch of their voices successfully to given signals. Breathing exercises at the beginning of lessons teach pupils how to control their singing and, because teachers vary activities, pupils concentrate throughout. The exception to this is when subject knowledge is less secure and when teachers dwell on the same activity for too long. This results in silly behaviour and consequently, a slowing down to the pace of learning. As a result of very careful explanation and the playing of well chosen music, Year 5 pupils began to understand that different textures in music can be created by combining layers of sound. After listening to contrasting styles of classical and modern music, inspired by *The Planets*, pupils responded perceptively in their descriptions of the different feelings they evoked. Compact disc players are used regularly in classes and around the school. Information and communication technology has a limited use in music composition but overall is under-developed to support learning in the subject.

145. Pupils enjoy music. They sing with enthusiasm and happily share their performance with others. They can be trusted to work unsupervised in small and large groups. They offer help and guidance to improve others' efforts, then applaud spontaneously. The very high quality of relationships gives them confidence to 'have a go', as a result pupils try hard because they know their efforts will be appreciated.

146. In one very good lesson Year 6, pupils collaborated very successfully to produce apt and often amusing lyrics to well known tunes and took great delight in performing their compositions for the rest of the class. Teachers are careful to include all pupils in lessons. A good example of this was seen when a hearing impaired pupil taught the rest of the class sign language to accompany a familiar song. Music plays a prominent part around the school. The use of recorded music helps to create a stimulating environment. The singing of well chosen songs and hymns in assemblies also enhances learning opportunities. In one excellent assembly seen, the teacher explained how

composers such as Ravel try to create pictures in music and reminded pupils of the dramatic interpretation conveyed through dancing, such as that of Torvill and Dean. The school is proud of its participation in a combined annual concert with other schools. Pupils perform in local churches and at special concerts to which parents are invited. This has a very positive effect on pupils' understanding of their own culture but their appreciation of the musical traditions of other cultures is lacking. The school makes recordings of pupils' performances at special events, but ongoing assessment, which tells teachers what to do next, is in need of further development.

PHYSICAL EDUCATION

147. Standards in physical education are in line with expectations by the end of both key stages. This is similar to the findings of the previous inspection. Pupils throughout the school make steady progress in the acquisition of physical skills. All lessons include a warming up and cooling down session and pupils understand the importance of these activities and are beginning to appreciate how exercise affects pulse rate. Many pupils in Year 1 showed that they can travel safely in different directions and find a space. They complete a simple sequence of different movements. They set out and put away apparatus safely. These skills are developed as pupils move through the school. Older pupils perform sequences of movement that involve greater control and include both symmetrical and asymmetrical balances. In dance lessons, pupils respond thoughtfully to music which expresses a variety of moods and feelings. They appreciate the use of space in their movements and they describe what they have done and what others have done.

148. The satisfactory standards and gains in learning are a result of the overall satisfactory quality of teaching. The observed teaching ranged from unsatisfactory to excellent. Although teachers plan their lessons satisfactorily, they tend to concentrate on the whole class and this means that some opportunities are lost for the higher-attaining pupils. Teachers give clear instructions and manage behaviour well. Where teachers are less secure in their subject knowledge, pupils' movements and activities are controlled too tightly inhibiting creativity and independence. Also, when pupils have to wait too long for their turn to run or balance, they tend to lose concentration. In an excellent lesson in Year 1 the teacher set appropriate challenges and all pupils were active throughout the lesson. They performed a sequence of travelling movements making good use of the space as they travelled around the hall safely at speed. The teacher used her voice most effectively to quietly support pupils' learning whilst ensuring they were active throughout the lesson. This enabled pupils to develop their independence and creativity as they performed very good gymnastic movements. In the best teaching, the teacher points out to pupils where they are going wrong and how to correct it. In the one unsatisfactory lesson, which was in Year 1, a promising start deteriorated because instruction and requests given to pupils were not effective. Whilst pupils knew what was expected of them, they did not make sufficient progress. Pupils with special educational needs and pupils for whom English is an additional language are supported satisfactorily by teachers, enabling them to join in as fully as possible. There are frequent well taken opportunities for pupils to work co-operatively in pairs or in small groups. These opportunities enhance their social development.

149. Pupils dress suitably for physical education and there is a strong emphasis on safety in relation to correct clothing, handling of apparatus and behaviour during lessons. Almost all pupils swim 25 metres by the time they leave the school and many do so before because of the good focus on swimming.

150. The co-ordinator is enthusiastic and provides support to other teachers. He has not monitored teaching and learning throughout the school and there is no formal procedure for tracking pupils' progress. Some opportunities for cultural development are lost because the school does not provide a range of extra-curricular activities. There are few opportunities for pupils to compete against other schools in matches. Resources are satisfactory and generally of good quality, although the large apparatus in the hall is very old and unsuitable for primary pupils.

RELIGIOUS EDUCATION

151. The satisfactory standards identified at the time of the last inspection have been maintained. Although the teaching in lessons seen was good, and occasionally very good, analysis of past work together with discussions with teachers and pupils indicate that, overall, the quality of teaching and the rate at which pupils achieve are satisfactory throughout the school. Pupils receive their religious education in a variety of ways, including class lessons, assemblies and through general school activities. A strength of the school is the high quality of relationships, which produces confident, friendly pupils who thoroughly enjoy sharing their experiences with others. Teachers show reverence and sensitivity and this conveys itself to pupils, who treat those with other beliefs and customs with tolerance and respect. By the end of Year 2, pupils have a secure knowledge of Bible stories and of the significance of special events such as Easter and Christmas. Year 6 pupils are beginning to look for deeper meanings such as the significance of the Eucharist and, after writing their own rules for living, compare these with those of other religions such as Sikhism and Buddhism. The co-ordinator has adapted the scheme of work based on the locally agreed syllabus to meet the needs of the school. Planning takes into account the needs of differing groups of pupils so that all are fully included in lessons. Assessment procedures have been introduced but have not been in place long enough to fully influence standards.

152. The planned curriculum is of a mainly Christian nature but takes good account of other major world faiths. Year 1 pupils visit a local church and identify the key features such as the font and the altar and, following a visit to a Hindu Mandir, Year 5 pupils compare customs such as the removing of shoes. In empathising with the feelings of Muslims on their journey to Mecca, pupils write imaginary letters home telling parents about their experiences. Very good teaching during a lesson in Year 2 resulted in pupils making very rapid gains in understanding that Jesus often told stories that contained messages in them. Drama was used effectively during the dramatic telling of the story of *The Prodigal Son*. As a result, pupils soon began to understand the importance of feeling sorry and being able to forgive. Through the teacher's pertinent questions and effective role play, pupils in Years 3 and 4 began to understand how Bible stories illustrate how miracles are brought about by prayer to God. Following a lesson on Lent, pupils compiled a diary of good things to do, one of which was giving their dog a cuddle!

153. By carefully linking Bible stories with everyday lives, pupils learn about religion and how it affects peoples lives. They are increasingly aware of how religious teachings affect the way we treat one another. Pupils' awareness of the importance of a sense of belonging was raised considerably when they discussed the rules for membership of clubs and of the importance of working as a team. In understanding that people sometimes have to make sacrifices to uphold what they believe in, they study the lives of famous people such as Helen Keller and Nelson Mandela. Acts of worship contribute significantly to pupils' learning and the singing of well chosen hymns and music sets the scene for learning. Teachers' high expectations of behaviour convey themselves to pupils and lessons proceed in a calm purposeful atmosphere.

154. Religious education lessons contribute well to the development of pupils' literacy skills. Good questions and use of drama promote pupils' speaking and listening skills well and pupils are confident in sharing their ideas with others. Teachers use texts from Bible stories to extend the range of pupils' reading material and the purpose of the lesson is clearly displayed and read by pupils. Although pupils write frequently, follow up tasks are often based on recall of stories and lack challenge and real excitement both in content and also in the way which pupils' work is presented.

155. Teachers are good role models and treat everyone with respect. Lessons often begin with thought provoking questions aimed at testing what pupils have learned and to assess what they need to do next. Resources are used appropriately and tasks are carefully explained so that pupils move quickly from one activity to another. Nevertheless, analysis of past work does suggest that some

teachers expect more of pupils than others. Pupils in a minority of classes are allowed to get away with work which is both untidy and poorly organised. This suggests that the school needs to pay more attention to the monitoring of classroom teaching and learning to ensure consistency. Recently introduced visits by the local clergy enhance provision. Not enough is done to involve people from other religions, to improve pupils' cultural development. Pupils have visited a Hindu temple and attended an activity day at a local church when they produced a banner of peace. Pupils attend special services at a local church and have visited a nearby home for the elderly.