

INSPECTION REPORT

BLAKELEY HEATH PRIMARY SCHOOL

Wombourne, Wolverhampton

LEA area: Staffordshire

Unique reference number: 124192

Headteacher: Mr David Burns

Lead inspector: Mr John Williams
Dates of inspection: 2nd – 4th February 2004

Inspection number: 255534
Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll;	349
School address:	Sytch Lane Wombourne Wolverhampton South Staffordshire
Postcode:	WV5 0JR
Telephone number:	01902 893400
Fax number:	01902 326147
Appropriate authority:	Governing body
Name of chair of governors:	Mr L Cottis
Date of previous inspection:	16/03/1998

CHARACTERISTICS OF THE SCHOOL

Blakeley Heath Primary School is located on the edge of the large rural village of Wombourne, approximately six miles south of Wolverhampton. Currently there are 349 pupils on roll. This is about the same as at the time of the last inspection. A large number of pupils, about 40 per cent, come from outside the immediate area of the school. No pupil is at an early stage of learning English. Approximately six per cent of the pupils claim free school meals, which is below the national average. However, there is evidence to suggest that a number of pupils do not claim their entitlement. Sixty-one pupils, 18 per cent, are identified as having special educational needs. This is above the national average. Their needs range from specific learning difficulties, such as dyslexia, to physical problems. A large number of pupils have moderate learning difficulties. Four pupils, one per cent, have statements of special educational need, which is below average. Pupils enter the school with a broad range of attainment levels. These fluctuate from year group to year group.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22516	John Williams	Lead inspector	Science, physical education
13746	David Russell	Lay inspector	
23196	Sue Chesters	Team inspector	Foundation Stage, English as an additional language, French, music, religious education
27725	Michael Theobalds	Team inspector	Special education needs, English, geography, history
32227	Sally Howard		Mathematics, design and technology
28009	Ruth Allen		Art and design, information and communication technology

The inspection contractor was:

CHASE RUSSELL LIMITED

**WINNINGTON HALL
WINNINGTON
NORTHWICH
CHESHIRE
CW8 4DU**

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good, effective** school which gives good value for money. It is an improving school where standards are steadily rising. Leadership is very good and the quality of teaching and learning is good, enabling pupils to achieve well.

The school's main strengths and weaknesses are:

- The leadership of the headteacher and staff gives the school very good purpose and direction.
- Teaching and learning are good ensuring that pupils achieve at least average standards in all subjects.
- Relationships with parents are very strong.
- Systems of care and support are a significant strength of the work of the school.
- The curriculum is good and considerably enriched by the many out of school activities and increasing number of residential visits.
- Information from assessing pupils' work could be used more consistently and even better, to track their progress precisely and to set sharper improvement targets for them.

Overall there has been good improvement since the last inspection, particularly since the appointment of the current headteacher. There has been very good improvement in leadership. The outstandingly committed headteacher has worked tirelessly to ensure that the issues raised at the last inspection have been successfully addressed. He is fully supported by all staff and governors in his determination to ensure that all pupils receive the best possible education. Teaching has improved since the last inspection allowing pupils to achieve well. The Foundation Stage no longer raises concerns because provision is now good. Assessment procedures have improved although there is still work to do. Relationships with parents are now very good. Many improvements have been made to the school buildings and grounds to make it a more pleasant and stimulating place in which to work and learn.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	C	C	C
mathematics	C	C	E	E
science	B	B	B	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 6.*

Achievement is **good** throughout the school. Children start school with a wide range of ability which overall is broadly average for their age. However, it does fluctuate from year group to year group. This year's intake began school with below average communication, language and literacy skills. Children achieve well in the Foundation Stage, so that the majority are likely to reach, and about one third may exceed, the goals set in all areas of learning by the end of reception. Pupils continue to achieve well in Years 1 and 2 and reach average standards in reading, writing, mathematics and science, by the end of Year 2. Pupils' good achievement continues through Years 3 – 6 and, by the end of Year 6, they achieve average standards in English and mathematics and above average standards in science. The table above shows that the results in national tests in English at the end of Year 6 have remained in line with the national average since 2002. Results in science have been above average over that time. This is the case when results are compared with all schools and with those in similar contexts. In mathematics, results dipped from average to well below average in

2003. This was an anomaly. Previous years' results were average and standards in the current Year 6 are average.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. Pupils behave well in lessons and at play. They have good attitudes to school and show very good respect for other people's feelings and beliefs. Relationships are very good. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**.

The overall quality of teaching and learning throughout the school are **good**. Teachers encourage pupils to work hard and behave well. As a result, pupils learn well and standards are rising. Relationships are very good. All staff work successfully together and make a very strong team. All have high expectations of their pupils. Although there are many pockets of good assessment practice throughout the school, particularly in literacy and numeracy, there is not yet a consistent approach to tracking pupils' achievements and providing targets for improvement.

The school provides a good curriculum. Provision for personal, social and health education and citizenship is satisfactory. The curriculum is greatly enriched with visits and visitors to the school. A great strength of the school is the impact that the increasing number of residential visits, and activities outside of the school day, has on pupils' learning and on their social development. Pupils enjoy their work and make the most of their opportunities. The staff take very good care of the pupils and, as a result, pupils say that they feel safe and secure. Very good partnership with parents helps to ensure that there is a productive working atmosphere between home and school.

LEADERSHIP AND MANAGEMENT

Overall the governance, leadership and management of the school are **very good**. The school has a very good headteacher who is outstandingly committed to providing the best for the whole school community. He is very successfully supported by all staff and governors.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents speak very highly of the school. The overwhelming majority have positive views about the school and feel that it cares very well for their children. The children say that they are proud of the school and like coming to school very much. They are confident that the staff value them.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- refine assessment procedures and implement a consistent system to give staff the means to track pupils' achievements and provide targets for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **average** and pupils throughout the school achieve **well**.

Main strengths and weaknesses

- Standards in all subjects are at least average and beginning to rise steadily.
- Pupils, including those with special educational needs, achieve well.
- Standards in mathematics have fluctuated over the last four years.

Commentary

1. Standards, throughout the school are rising steadily. This is because
 - the quality of teaching has improved since the last inspection enabling pupils to achieve better than was previously the case
 - the curriculum is good
 - more emphasis is placed on practical and investigative learning particularly in mathematics and science.
2. Children's level of attainment as they start school varies year on year. At the time of the last inspection attainment on entry to the school was above average. In the past four years there has been a downward trend. Early assessments showed that this year's intake had close to average levels of attainment when they began school but many had poor communication skills. This has a negative impact on their learning in all other areas. They achieve well in the Foundation Stage however, and are on course to reach the goals set for each area of learning. About one third are likely to exceed the goals.
3. The 2003 results in national tests for six-year-olds were well below average in reading, writing and mathematics. They were well below average in writing and in the bottom five per cent in reading and mathematics when compared with schools in similar contexts. However, when they started school the majority of this year group had below level skills in language, literacy and mathematical development. There is also a high proportion of pupils identified as having special educational needs in this cohort. Current Year 2 standards are close to average in English and mathematics. The table below shows the results of the 2003 national tests and tasks for six-year-olds.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.2 (17.2)	15.7 (15.8)
writing	13.5 (15.5)	14.6 (14.4)
mathematics	14.9 (18.2)	16.3 (16.5)

There were 42 pupils in the year group. Figures in brackets are for the previous year

4. The results in national tests in 2003 for Year 6 pupils were average in English, well below average in mathematics and above average in science. These results were the same when compared with similar schools. The school was very disappointed with the mathematics results and have analysed the reasons for this drop in standards. Results prior to this were average and are again average. The 2003 results were an anomaly. The main reason for the dip was

that a significant number of pupils failed to achieve the expected level, level 4, by one or two points. Thus affecting the overall statistics. The table below shows the 2003 results.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.9 (26.6)	26.8 (27.0)
mathematics	25.0 (27.0)	26.8 (26.7)
science	29.4 (29.7)	28.6 (28.3)

There were 42 pupils in the year group. Figures in brackets are for the previous year

- Pupils, throughout the school, now achieve well. Consequently, standards are rising. The current Year 2 pupils are on course to reach above average standards in English and average standards in mathematics and science by the time they enter Year 3. It is likely that the current Year 6 pupils, will reach average standards in English, mathematics and science by the time that they leave the school. In some aspects of non-core subjects, such as singing in music standards are above average. In spiritual aspects of religious education standards exceed the expectations of the locally agreed syllabus. Pupils achieve successfully because of the

 - high expectations that all staff have that pupils will behave well and work hard
 - good quality teaching which results in good learning
 - very good leadership by the subject managers who identify the needs of pupils and manage improvement very well.
- One of the strengths of the school is that it enables all groups of pupils to achieve well. It is firmly committed to its philosophy of including all pupils whatever their gender, ability or cultural background. Consequently, all pupils receive the support that they need to succeed. Pupils who have been identified as having special educational needs are very well supported in their learning by teachers and the high quality support staff. This enables them to achieve well alongside their peers.

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes and behaviour towards learning are **good**. The development of pupil’s spiritual, moral, social and cultural development is **very good**. Attendance levels are above the national average and are **good**. Punctuality is **good**.

Main strengths and weaknesses

- Pupils enjoy coming to school and arrive promptly.
- Teachers and support staff are very good role models and strongly influence pupils’ personal development. Pupils respond to this in a positive manner.
- Whilst pupils show positive attitudes and behaviour during lessons, a minority of pupils do not fully respect all school rules.

Commentary

- There is a noticeable keenness of pupils wanting to come to school. Upon arrival they quickly settle into a work routine. The level of pupils arriving late each day is incredibly low. The school’s strong links with parents is a major contributory factor to the high level of attendance and promptness. It means the school do not have to unduly concern themselves in promoting good attendance when there is so much dedication from parents. Attendance is above the national average. Levels of unauthorised absence fall below the national average. Monitoring systems allow the school to report any trends of absence to the educational welfare officer who can readily identify signs of any associated welfare difficulties.

8. Open and trusting relationships between teaching staff and pupils enable pupils to understand and respect people's feeling, values and beliefs. Teachers are good role models and allow pupils to identify and apply a firm set of principles to distinguish between right and wrong. This creates the right environment for pupils to develop social and moral skills at all times of the day. They are sensitive to each other's needs in lessons and work well together. The school is an orderly community and pupils are made to feel part of the learning process. Staff strive hard to implement an acceptable code of conduct and the strong ethos permeating throughout is a firm basis for progression. Assemblies successfully create the atmosphere to develop spiritual and cultural understanding.
9. Pupils behave well in lessons and show positive attitudes towards learning. No exclusions have been reported over the last few years. This is a true reflection of an effective behaviour policy. Any incidents of harassment or bullying are quickly dealt with in a sensitive and meaningful way. Pupils are involved in developing class rules. They keep to task during lessons. Some teachers use humour well to bring out the best in pupils. This creates a relaxed and friendly environment where pupils can give of their best.
10. In the majority of lessons pupils achieve well because of their attitude and acceptance of class rules. However, in a less formal setting some of the younger pupils take advantage and run around corridors. There is always someone on hand, whether it is a member of staff or a monitor from Year 6, to control the situation and request compliance with school rules. Older pupils are keen and willing to take on responsibility.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.8
National data:	5.4

Unauthorised absence	
School data :	0.1
National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
345	0	0
3	0	0
1	0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching and learning are **good** and achievement is set to rise. The curriculum is **well** organised with **very good** opportunities for enrichment such as through visits and visitors. The school takes **very good** care of the pupils and they feel valued and secure.

Teaching and learning

Teaching and learning are **good**. As a result all pupils achieve well. Assessment is **satisfactory** but is not yet fully embedded in teachers' work nor is it used consistently to provide information to track how well pupils achieve and to monitor their progress.

Main strengths and weaknesses

- The vast majority of teaching throughout the school is now good.
- Teachers encourage and motivate their pupils very successfully.
- Teachers have very high expectations that pupils will behave well and work hard and encourage them to do so very successfully.
- The school caters well for pupils identified as having special educational needs.
- Assessment is satisfactory and there is a wealth of very good practice in existence but it could be used to greater advantage.

Commentary

11. The quality of teaching and learning are good overall. As a result, pupils achieve well and standards are rising. Teaching is better than at the time of the last inspection because there is a greater proportion of good and very good teaching. The teachers know their pupils very well. Relationships between staff and pupils are very good. There is a calm and friendly working ethos in which pupils feel relaxed, happy and enthusiastic. The staff consistently provide very good role models for the pupils' personal and academic work. Throughout the school the staff encourage and motivate pupils to do their best. Staff work together as an effective team to plan work, share expertise and to improve the quality of their work.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (25%)	17(47%)	10 (28%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

12. Teachers continually encourage pupils to work hard and reward them with praise. Pupils respond well to this and are keen to try and eager to learn. For example in a very good mathematics lesson in Year 1, the teacher constantly praised and encouraged the hard work and good behaviour of the pupils. As a result, the pupils remained interested throughout the lesson, enjoyed the activities and felt confident enough to 'have a go' secure in the knowledge that it is alright to make a mistake.
13. Teachers have very high expectations that all pupils will achieve well. Pupils understand this and work hard in lessons. As a result they achieve well. Teachers also expect high standards of behaviour. They use the behaviour management policy consistently and effectively. This ensures that pupils' behaviour in lessons is constantly good.

14. All classes include a number of pupils who have special educational needs. The school has a very positive approach to meeting these specific needs. It has developed good procedures for the early identification of these needs. The quality of teaching for these pupils is good. This is the case both during withdrawal sessions and when supported in class by the effective classroom assistants. There are appropriately differentiated tasks for pupils with special educational need in literacy, numeracy and science lessons. They are also well supported in the other subjects of the curriculum. Pupils with special educational needs follow the same curriculum as other pupils and the good additional support that they receive enables them to achieve well in relation to their previous learning. Learning support assistants are used very well. For example, they help review pupil progress alongside class teachers and the co-ordinator for special educational needs (SENCO). They make a very effective contribution to the work of the school. There is frequent and regular communication to ensure that pupils receive the support that they need.
15. Teachers plan meticulously so that pupils are challenged successfully. The new co-ordinator has ensured that there are some very good assessment procedures in place, particularly for example in the Foundation Stage, English, mathematics and music. Much of the data gathered is used effectively to monitor pupils' progress. However, the school has identified the need to refine procedures and produce a useful and manageable system. Assessment could be used more consistently and even better, to track pupils' progress precisely and to set sharper improvement targets for them.

The curriculum

The curriculum meets pupils' needs **well**. The school provides pupils with a very good range of extra-curricular activities and opportunities beyond lessons. Accommodation and resources overall are satisfactory.

Main strengths and weaknesses

- The curriculum is kept under constant review by very good subject leaders.
- There is a wide range of out of school hours clubs and activities.
- The school provides an extensive range of educational visits and visitors.
- Links with the local Arts college are productive.

Commentary

16. The curriculum is planned in such a way that ensures that all statutory requirements are met, such as Religious Education and collective acts of worship, and all pupils are well provided for. This daily act of collective worship, is frequently taken by a local vicar. She successfully combines fun with thoughtful reflection, as well as providing a good role model for girls. Personal, social and health education and citizenship are being developed through other subjects such as religious education and science. This policy is currently under review.
17. The school has recently reorganised the roles of subject leaders and managers. Together they have reviewed the curriculum and made appropriate changes. Sufficient amounts of time are allocated to all subjects. Most subjects are based around the nationally recommended schemes of work. Subject leaders are looking for further opportunities to link subjects and areas of learning, as well as take greater account of new developments and initiatives. In some subjects this is still at a very early stage. The school is aware that it is an improving school, and takes great effort to involve pupils' and parents' views.
18. The school offers pupils of all ages a very good range of extra-curricular activities and opportunities outside of lessons. Many pupils attend and enjoy these opportunities. The curriculum is further enriched by the recent introduction of residential trips in Key Stage 2, such as Year 6's visit to France. Further residential trips are provided for Years 3, 4, 5 and 6. The arts provision in school is greatly enhanced through the recent links with the local Arts status

college and the introduction of Big Arts Week for all year groups . Year 6 have taken part in drama sessions linked to religious education, while another link for Year 5, included a mask making project. Pupils benefit from taking part in sporting activities such as league football matches and netball matches. They have also enjoyed visits from professional footballers. There is a good range of visits and visitors to the school and this helps maintain pupils' interest and develop their understanding in a range of subjects, such as geography, art and English.

19. The school accommodation is good overall. It is attractive and used effectively to ensure that the curriculum is taught well. Resources for all subjects are adequate apart from design and technology in Key Stage 2, where more construction kits and wood related tools are needed. The number of pupils in each class is generally below the national average. Teachers and support staff are well matched to their role in school.
20. There are good transition arrangements between the Foundation Stage and Key Stage 1. This builds on the shared activities during the year such as, the Christmas production, sports day and shared acts of collective worship. Transition between Key Stage 1 and Key Stage 2 is also good. Year 2 pupils work with their new teacher to make a 'passport' of their personal information. They also visit their new class before the end of the summer term. There are good links between the local secondary school and Year 6 pupils. This is done through a programme of three visits in the summer term, and a mini science project around the theme of 'bubbles'. This is started in Year 6, and completed in Year 7.
21. The provision for special educational needs is good and fully meets the requirements of the Code of Practice. Pupils are well supported by classroom assistants and their individual education programmes are well linked to their needs.

Care, guidance and support

The school's approach to ensure pupils' care, welfare, health and safety is **very good**. Teachers and teaching assistants give **good** support, advice and guidance to all pupils. The processes for seeking pupils' views and involving them in its work and development are **very good**.

Main strengths and weaknesses

- The school is very proactive in identifying matters that adversely affect pupils' welfare and well-being.
- The very good induction procedures greatly assist in settling children into the reception class.
- There are very effective systems in place to seek pupil's views and to involve them in the work of the school.
- The monitoring of pupils' achievements and personal development is good, though informal. Monitoring of pupils' academic achievement requires further development.
- There is good provision for pupils with special educational needs.

Commentary

22. Systems are in place to ensure correct attention is given to the safety and well-being of all pupils. All staff are aware of the child protection procedures and liaise very closely with the headteacher when they have concerns about the welfare of pupils. They identify early signs of potential child abuse. The trusting relationships with pupils enable staff to offer support in times of need. Older pupils actively take an interest in the well-being of the younger pupils. Selected pupils from Year 6 receive training in peer counselling so that they can help other pupils when they are unhappy. They take this responsibility very seriously and know when to involve teachers in serious matters. This provides another dimension to the welfare of pupils.

23. The use of risk assessments throughout the school, and on school visits, is a positive approach to reduce potential harm. Teachers assess risks in design and technology lessons so that pupils do not come to any harm, for example when using cutting tools. A high priority is given to making the school a safe and secure environment in which to learn. Parents and pupils' views are sought via questionnaires. The school uses this information to further improve the safety of pupils. For example, an issue relating to security was received from questionnaire feedback. This matter was carefully reviewed and appropriate action taken. The willingness of staff to listen to feedback comments is a strong and reassuring feature of the school.
24. As a result of very effective community links the school are fortunate to have the *Little Learners* Nursery resident on their site. The group hire a room from the school. The staff of the *Little Learners* are able to have a good insight into the school's induction arrangements for reception children. An induction party enables parents to accompany their children to the reception class and to acquaint themselves with reception staff. Children undertake creative activities during these carefully phased in sessions. Before they start in the reception class they are so familiar with the surroundings that they very quickly settle and make good progress in their learning.
25. Staff are keen for pupils to share their views on school life. Pupils know staff listen to them and take action on important matters. An appointed school council meet regularly to discuss matters of concern. The school council members initiate fundraising events to pay for things they require to improve the school. For example, recently a new shed to store playtime equipment was acquired and assembled.
26. There is a need to develop more formal monitoring systems to enable all staff to have a clearer picture of pupils' academic achievements and personal development. Tracking facilities are not yet effective enough to provide valuable data to easily identify pupils' needs and support requirements. As a result teacher's assessments are less accurate and results on standard tests are lower than expected.
27. There is good provision for pupils with special educational needs enabling them to progress appropriately in their knowledge, skills and understanding. Individual education plans are good and set out clear, measurable and realistic targets for pupils. These plans are well understood by staff and pupils and are regularly shared with parents.

Partnership with parents, other schools and the community

There are **very good** links with parents. The use of the community to enrich pupils' learning is a **very good** feature of the school. The school has **good**, effective links with other schools and colleges.

Main strengths and weaknesses

- The partnership between the school and parents is very firmly established. Parents are strongly committed towards raising funds for the school via the Parent Teacher Association.
- The very strong community links greatly enriches pupils' learning.
- The school actively seeks out partnerships with other schools and colleges.

Commentary

28. Parental involvement with the school's activities is a very strong feature. The school seeks parents' views every year with their own designed *Parent Consultation Questionnaire*. The partnership with parents greatly benefits the school and pupils in a number of ways. For example, a committed team of parents in the Parent Teacher Association (PTA) raise a lot of money to enable the school to undertake very ambitious programmes such as the construction of an adventure playground and an extensive computer suite.

29. The school sends out fortnightly newsletters to keep parents informed about school activities, especially fund raising events and out of school activities for the pupils. Data in the school prospectus and governors' annual report is succinct and well presented. The school has had the foresight to assemble a website as another avenue for communicating with parents and pupils. The website gives access to various zones covering basic information, parent news, children, learning and fun. This is a lively, colourful and very user-friendly area. Reports on pupils' progress are informative. They enable parents to understand the level to which their children have aspired and whether they are in line with national expectations.
30. The school is very outward looking when forging links with the community. For example, numerous visitors attend the school to support the history curriculum. Each year grandparents are invited to share a meal with their grandchildren and to see activities at the school. Regular residential visits are made to France, Shugborough, Burwardsley, Chasewater and Delamere Forest to reinforce the pupils' understanding of the outside world. These greatly enrich pupils' learning. They are given opportunities to share their experiences with the rest of the school in assemblies. A family initiative sponsored by a local supplier called "boost your child's reading with books and beyond" encourages pupils' love of books.
31. Other schools and colleges play an important role in the work of the school. There are effective links with the University of Central England and Manchester Metropolitan University who send students on teaching practice. This gives the pupils a unique opportunity of meeting new people and being introduced to different teaching techniques. Addington High school ran the "Peer Counselling" course for selected Year 6 pupils. Opportunities are given to pupils from Ounsdale High school to gain valuable work experience. This is a useful link because the majority of pupils transfer to this school. Teachers from the high school visit and participate in a science programme and most importantly, because it is a designated art college, puppet making workshops are held at the school for older pupils.

LEADERSHIP AND MANAGEMENT

The school is **very well** led. Governance is **very good**. Management is **good**.

Main strengths and weaknesses

- The headteacher and senior staff provide the school with very good leadership.
- Governors offer the school very effective support.
- Management overall is good. The school has very good systems of day to day management

Commentary

32. The quality of leadership that the headteacher provides is very good with some excellent features. He is outstandingly committed to providing the best possible environment in which staff can work and pupils can learn happily. This is epitomised in the motto "Gateway to Lifelong Learning." He leads by example. In doing so he has enthused the whole school community with his vision and high aspirations. His philosophy of building, valuing and supporting his staff team is beginning to bear fruit in terms of improved teaching and rising standards. The staff feel empowered to carry out their subject management responsibilities, which they do very well. The senior management team is instrumental in securing further improvement and the policy of opening their regular meetings to all staff leads to a unity of purpose among the staff. The headteacher is fully involved in teaching and thus all staff are offered full support in their quest to improve their professional performance. The headteacher has been successful in evaluating the school's performance and then developing strategies to bring about improvement. By his example he provides an excellent role model of the caring ethos of the school, where every child is supported and valued. Thus he ensures that inclusion is very high in the school's priorities.
33. The leadership and management of the special educational needs provision are very good. The special educational needs co-ordinator (SENCO) knows the pupils well and maintains a clear

overview of their progress. The school supports its provision for pupils with special educational needs through appropriate funding from the budget. There is a governor with special responsibility for this aspect of the school's work who liaises closely between the manager and the governing body.

34. The school is governed very well. Governors make a very good contribution to the success of the school by offering strong and very knowledgeable support. Many governors are very experienced. They have a wide variety of professional skills and are fully committed to making this school increasingly successful. They share fully the headteacher's ambitions in this. There is a full committee structure. Committees meet regularly and governors receive regular training. Governors are fully involved in strategic planning and in formulating policies. They meet their statutory duties and responsibilities in full. The school makes available very good quality information to aid them in making their decisions. They are pro-active, many visit the school on a regular basis and governors, therefore, know well the relative strengths and weaknesses of the school. This understanding enables them to fulfil the role of critical friend very effectively.

35. Management is effective. The deputy headteacher and staff are actively involved in helping the school fulfil its vision and strategic objectives. The school analyses available performance data and takes effective action. It seeks constantly to evaluate the school's performance and find ways to improve. Performance management systems are good. Clear targets for improvement are set and this is effective in bringing about improvement. Training is clearly linked to this process. New members of staff are provided with very sensitive and supportive induction arrangements. The management is very keen to support and retain successful staff and pay attention to the workload and effective deployment of staff. Teaching assistants are also valued. They are regarded as being particularly vital in supporting the work of teachers and their deployment is managed well. The school has very strong systems of financial and resource management. Regular monitoring of the school's expenditure is carefully carried out. The principles of best value, therefore, are central to the school's management and use of resources.

36. The school has very effective systems of day-to-day management which enable it to run very smoothly. Particularly effective are the office staff who are efficient and offer good support to the headteacher and classroom staff.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	720551.58	Balance from previous year	36787.78
Total expenditure	710368.72	Balance carried forward to the next	10,182.86
Expenditure per pupil	2035.44		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Provision for children in the reception classes is **good**. The school has made very good improvement in its provision for the children of this age group since the last inspection. Teaching and learning are good. Children achieve well. Planning is now closely matched to government guidelines and successfully covers all areas of learning. Activities are well matched to the needs of the children and effectively challenge them. Parents speak highly of the provision and relationships with parents are very good. Resources are now satisfactory and good use is made of the secure outdoor area alongside the reception unit. These are all considerable improvements since the last inspection.
38. The children start in the reception classes in the September of the academic year in which they are five. Within the reception unit there is a pre-reception group. Children begin part-time in this group in the term after they are four. Most of the children have some pre-school experiences before they start school. There are very good induction procedures for the children so that they make a secure start to school. There is a smooth transition when the children move into Year 1. This year's reception class began school with a wide range of abilities. Overall the majority have attainment levels close to those expected for the age group in most areas of learning. However, early assessments showed that many have below average communication, language and literacy skills. This has a negative impact on their learning in all other areas. Even so, it is likely that the majority will reach the goals set in each area of learning by the time they begin Year 1. About one third of the children are on course to exceed these goals.
39. Leadership of the Foundation Stage is very good. Each area of learning is managed very well. Staff track very carefully what children know and do. They use this information successfully to plan activities which challenge all groups of children and to ensure that the curriculum is adjusted to meet all of the children's needs. This supports effectively the good learning which takes place.
40. The quality of teaching and learning are good in all areas of learning. Relationships are very good and all staff work together as a vibrant team. This enables the children to achieve well because staff
- have high expectations for their success and base activities very effectively on children's previous experiences
 - set appropriately challenging tasks enabling children to build up their skills, knowledge and understanding in all areas of learning
 - plan activities very effectively so that all children are fully included and have equal access to all lessons.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Staff are very good role models.
- They support all children very well so that they are secure and happy while they learn.

Commentary

41. Staff work very effectively as a team and relationships are very good, this helps children settle quickly into school routines. They begin to relate very well to adults and to each other and thus they learn successfully in a friendly and secure atmosphere. Staff encourage children to take part in all activities and work alongside them supporting their learning. Thus children achieve well and learn rapidly. Children learn good manners because they have very good role models. Staff teach the children to become independent and make good decisions. Children become confident and begin to take responsibility for their own actions. They plan their learning for their week's work together. This is done as a Circle Time activity. During the session they are expected to listen to each other and speak one at a time. This helps their social skills and also their speaking and listening skills. They take great pleasure in gaining stickers to mark their achievements. The majority are likely to reach the goals set by the time they move to Year 1 and about one third are on course to exceed them.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Good teaching and learning ensures that the children achieve well.
- Staff encourage children to do their best and reward their success.

Commentary

42. Good, carefully structured teaching enables the children to achieve well in their speaking, listening, reading and writing skills. The staff employ a wide range of strategies to encourage the children to develop their vocabulary and confidence in speaking. This has a high priority in both classrooms. All the children enjoy stories and rhymes. They sing the days of the week song at the beginning of the day and learn the sequence of the days of the week. The children show great interest in their reading books. Writing is displayed in all areas of both classrooms and this is effective in encouraging the children to write. They write their names on their work and they develop good skills. One boy wrote his first name and surname clearly on his work for the first time. He and his teacher were delighted with his success and they both enjoyed him receiving a sticker for his good work. More able children begin to write their own simple sentences. Staff teach writing skills carefully and systematically with the children working in small focused groups. Because of the good quality teaching the children make good gains in their learning and achievement is good. Thus, from comparatively low level skills as they begin school, children are on course to achieve, and some to exceed, the goals set in this area of learning by the start of Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good focused teaching allows the children to learn well.

Commentary

43. As a result of good provision children develop their mathematical awareness well. They enjoy counting. For example, they are keen to put the numbers on the number line back into the right order when they get 'muddled up'. In this way, most children count securely to 20. Through doing daily tasks such as the date and weather chart, children learn the days of the week and the

months of the year. This work is well linked to other areas of learning. For example, children sing the number rhymes and songs to consolidate their learning. During the inspection the children were preparing for a giant's birthday party. They used their knowledge of shape and patterns very effectively to design and print wrapping paper for the birthday present. They enjoy these activities and achieve well. As a result the majority are on course to reach the goals for this area of learning by Year 1, and about one third are likely to exceed them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

Provision in these areas of learning is **good**.

44. Not enough sessions were observed in these areas of learning to comment on them individually. The planning for all of the areas is meticulous and shows very good understanding of the children's needs. Thus activities match children's needs closely and the sessions flow from one activity to the next seamlessly. Teachers build on the work from one area of learning and transfer the skills children learn to other areas. Classroom displays show a good range of work has been accomplished during the term and children are proud of the work that they have done. Children achieve well, as they do in other areas of learning, and move towards the goals set for the end of the Foundation Stage. It is likely that the majority of pupils will reach these goals by the start of Year 1 and a similar proportion (about one third) will exceed as is predicted for the other areas of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND FRENCH

English

Provision in English is **good**.

Main strengths and weaknesses

- Good standards are achieved in reading through good teaching and the very good promotion of pupils' interest in reading throughout the school.
- Pupils' handwriting and the presentation of work require improvement.
- Pupils achieve well because of the good teaching that they receive.
- The school analyses pupil performance data well but this assessment has yet to have a significant impact on raising standards.
- Subject leadership is very good and is having a positive impact on raising standards.
- The use of literacy skills across the curriculum is good.

Commentary

45. Interesting activities ensure that the pupils develop their speaking and listening skills well. Teachers make good use of questioning to help the pupils gain confidence in using the spoken word. The carefully planned group work enhances speaking and listening as most pupils are encouraged to discuss issues raised in the lessons in their groups. This helps them to use subject related vocabulary accurately.
46. Pupils achieve well in their reading because the teachers promote skills methodically. They take books home regularly and are given time to read to adults in school. Teachers have a good command of the subject and choose texts well for whole-class reading. Nearly all pupils in Year 2 read with confidence. Most pupils read with accuracy and fluency and talk about books they enjoy. Most lower-attaining pupils have learnt good reading strategies and are developing

satisfactory levels of accuracy. All members of the school community – pupils, teachers and parents – have become highly motivated by the current school initiative to promote regular reading, 'Books and Beyond'.

47. The National Literacy Strategy has been implemented well. The guided reading sessions are a good use of time because pupils are reading, discussing and reviewing books. This has an impact on literacy across the curriculum, enabling pupils to access texts from other subjects such as geography, history and science.
48. Attainment in writing is satisfactory overall. Most Year 2 pupils know that all sentences need capital letters and full stops and are able to sequence sentences accurately. Structured support when writing aids lower attaining pupils, whilst the more able pupils are beginning to write imaginatively using correct sentence punctuation. The spelling of the most commonly spelt words is usually accurate and higher attaining pupils have the confidence to attempt unfamiliar spellings using good strategies and elementary use of dictionaries.
49. In the Years 3 – 6, most pupils are developing a sound understanding of vocabulary, grammar, spelling and punctuation. Most of their writing is straightforward and accurate but very often shows only limited interest in writing to communicate their ideas using exciting language. However, when motivated by exciting teaching, pupils show that they have the technical skills to communicate in an exciting way. One Year 4 pupil describes the power of winter thus:

*'The snowdrop, crocus and daffodil,
With no flowers or leaves,
Lie trapped in their icy dungeons'
Dormant and dreaming of gentle release.*

Handwriting skills have been insufficiently developed and greater care should be given to the pupils' presentation of work.

50. Teaching and learning in English lessons is consistently good and this is reflected in good levels of achievement. Work is well planned using the framework of the National Literacy Strategy. Learning objectives are identified and shared with the pupils so that they know what they are going to learn in each lesson. Teachers have good subject knowledge and work hard to encourage pupils to contribute to lessons. The positive attitude of most pupils towards learning is shown in their good level of confidence in using new skills and sharing ideas.
51. Procedures for monitoring pupils' attainment and progress through the school are in place. Information from standardized tests and statutory and non-statutory assessment tasks and tests gives useful information for setting groups and tracking pupil progress. The next stage is to use this assessment information more effectively by using it to plan the next learning steps for all pupils. The subject leader has established her role very well and her very good knowledge and good leadership skills have been very effective in improving teaching and in identifying targets for whole school improvement.

Language and literacy across the curriculum

52. The promotion of literacy skills across the curriculum is good enabling pupils to develop and strengthen their skills effectively. Links across subjects, particularly science, history and geography, is a good route to developing literacy skills.

French

Provision in French is **good**.

53. French is taught to all pupils in Years 5 and 6. It is taught well and as a consequence the pupils achieve good standards. It is a worthwhile addition to the good curriculum and greatly enriches pupils' social and cultural development.
54. Pupils enjoy their weekly half-hour sessions and are eager to join in. They answer questions confidently, demonstrating good understanding of spoken French. Staff plan interesting activities which keep the lessons moving along at a good pace. Most of the sessions are oral but pupils do record, in picture and word form, some of the vocabulary learned. In a Year 5 lesson, pupils learned the days of the week and by the end of the lesson could competently ask each other 'c'est quel jour aujourd'hui?' and reply 'aujourd'hui c'est' To consolidate this learning they sang a 'days of the week' song with great enthusiasm. The French lessons culminate in a residential trip to France for Year 6 pupils.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The good quality teaching pupils receive.
- The very good quality of subject leadership.
- The way that teachers track their pupils' achievements.

Commentary

55. The quality of teaching is good overall throughout the school. Where lessons are better, it is because all pupils are well challenged through the teachers questioning style and are engaged in a range of practical activities. Teachers encourage pupils to explain their methods for solving a problem and help them to recognise that there is often more than one way.
56. By the end of Year 2 in the 2003 National tests, the number of pupils attaining the nationally expected level 2 was well below average. By the end of Year 6, there was a similar picture, where a number of pupils attaining the nationally expected level 4 was also well below the national average. This was an unusual set of results when compared to the trends over time. In the past, pupils in the school have generally attained above the national average by the end of Years 2 and 6. Based on the work seen, discussion with pupils and observation of lessons during the inspection, standards are broadly in line with national expectations in Year 2 and in Year 6. This represents good progress over time for the current Year 6.
57. The recently appointed subject leader has analysed the test scores closely and identified areas that need addressing by the school. It was found that a number of Year 6 pupils narrowly failed to gain the expected level 4, while others had made suitable progress over time. In order to help pupils make good progress, a number of things have recently been put in place, such as greater adaptations to lesson plans, extra classroom help and the use of reinforcement programs on the computer.
58. There is a consistent approach to teaching across the school as a result of the good detailed planning. This follows the National Numeracy Strategy. Teachers relate well to pupils and are sensitive to their individual needs. They expect them to work and behave well. Homework is set in line with the school's policy. Lessons are well planned into three broad levels and take into consideration the needs of the less able child and the more able child. Higher attaining pupils are challenged well and achieve well. Additional support is planned for those children identified as having special educational needs and as a result they achieve as well as their classmates. There is no significant difference between the attainments of boys and of girls or between different groups of children.

59. Mathematics is currently a priority area in the school's desire to improve standards, as seen by the high number of displays in the school corridors. Good progress is being made in monitoring teaching and learning. The subject leader has recently put into place a number of measures to improve the rate of pupils' development. She has studied teachers' planning in detail and given clear written feedback to each year group on how they could plan for further improvement. She and the headteacher have observed lessons over the last year, and as a result there has been a good range of staff development courses arranged with the local education authority. This has included a school training day linking art and mathematics using two-dimensional shapes, as well as individual courses for a range of teachers and support staff. The subject leader has a good understanding of how to further develop mathematics and recognises that more investigative and problem solving work is required in a practical context in order to inspire and challenge the pupils.
60. There has been suitable progress since the last inspection. There is greater challenge for the higher attaining pupils and information from the assessment of pupils' yearly tests scores is now being used well. This has identified key areas that need to be improved through teaching. As a result, the whole school tackles an aspect through its weekly 'target tests'. This approach has been well received by pupils and teachers and has generated a feeling of excitement. Each class shares their overall progress on a display board in the main corridor, while individuals are able to monitor their improvement against their personal target.
61. Work is marked regularly and frequently has positive comments and reward stickers, however, there needs to be a clearer indication as to what a pupil must do to improve. The school plans to further develop its use of the information gained from tracking pupils and teachers' evaluation of their lessons. This will help them to recognise those pupils who are not performing as well as expected, and give extra help.

Mathematics across the curriculum

62. Links between mathematics and other subjects is satisfactory and increasing. There is some good use being made of information and communication technology to practice and develop basic skills, such as when Year 2 played a game against the clock to match digital time to the correct clock face. In Year 5 and Year 6, pupils are using a program to practice their basic skills and this is starting to help them recognise where they need extra help.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in Year 6 are above average.
- The quality of teaching and learning is good. A significant amount is very good.
- The subject is very well managed and the curriculum is good

Commentary

63. Pupils attain average standards by the end of Year 2 and above average by the end of Year 6. Performance in the tasks in Year 2 varies from year to year according to the make up of the cohort. However results in national tests for Year 6 pupils are consistently above average. They are also above average for schools in similar contexts. A higher than average number of pupils attain at the higher Level 5. Considering the point at which pupils start, on admission to the school, this represents good achievement.
64. It is evident from a thorough scrutiny of pupils' work and from the small sample of lessons seen that teaching is of good quality. A number of lessons are very good. Teachers employ a good

range of teaching strategies to get their points across. For the most part pupils are actively involved experimenting and finding out. This considerably aids their learning. In a very good lesson in Year 6 pupils investigate what will happen when certain solids are mixed with water. They are challenged to plan and carry out their own investigations, ensuring that all tests must be fair. By this means very good learning takes place. Teachers have very high expectations of their pupils both in behaviour and performance. This they transmit to the pupils and it motivates them. All pupils are included very well in lessons. This works especially well when the teacher and teaching assistant work well as a team. This is particularly apparent in lessons when the assistant supports pupils' learning very effectively by questioning and discussion.

65. The subject manager who is very proactive keeps the curriculum under constant review. This has brought about a recent focus on improving standards by developing pupils' investigative skills. Training has also been arranged to guide teachers in accurately assessing work in terms of National Curriculum levels. She is supportive of her colleagues, liaises well with them and monitors planning. A regular review of pupils' completed work and conversations with pupils keeps her well informed about standards. At present the curriculum is based on nationally recommended guidelines but as a result of consultations with staff the school have amended these in order to match the needs of the pupils in this particular situation. Curriculum planning is sharply focussed on developing key skills and raising standards.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision for information and communication technology is **good**. This is an improvement since the last inspection.

Main strengths and weaknesses

- Teaching and learning in the subject is good and standards are rising.
- The breadth of opportunities including extra curricular activities provided for the pupils is good.
- Leadership of the subject is developing well.
- Assessment procedures and monitoring opportunities still need to be developed.

Commentary

66. Attainment is currently in line with expectations and pupils achieve satisfactorily, however the current good teaching and learning is ensuring that the achievement of all pupils is improving and standards are rising. The new ICT suite and computers in the classrooms are ensuring that all pupils have equal access to a broad and well-planned curriculum. In the reception class pupils have regular access to the classroom computers using programs to support their literacy and mathematical development. In Year 2 pupils can confidently edit a piece of text and amend mistakes. The teacher uses very good strategies to ensure that all levels of ability are catered for and that pupils support each other in their learning. Pupils in Year 4 can use text from the 'Ice Palace' story and replace adjectives to add excitement to the story and pupils in Year 5 are searching databases very effectively to support their work on the 'Victorians'. These pupils can describe in detail how to search the field and access information from a variety of websites to produce some interesting and individual work on their current project. By Year 6 pupils are presenting their work through the use of Powerpoint using titles and paragraphs and inserting pictures to enhance their work on 'Blakely Heath'. Pupils can explain enthusiastically about designing spreadsheets to analyse their own test scores to find averages and present their findings in a variety of ways. There is clear evidence that pupils are given opportunities to evaluate their own work. For example Year 4 and Year 6 pupils complete a self-evaluation sheet and a questionnaire on which skills they think they have learned. In discussion with pupils in Years 2 and 6 it is clear they all enjoy their work and are learning new skills very quickly.

67. The breadth of opportunities provided for pupils is good. The curriculum is planned well to ensure that all requirements of the National Curriculum are met and there is a high focus on the use of the Internet to enhance and support learning in the classroom such as the Victorian topic in Year 5 and pupils in Year 2 have learnt about other schools by accessing their websites. Pupils across the school e-mail each other and record presentations and work using a camcorder and digital cameras. Pupils in Year 6 are responsible for keeping the school website up to date and introducing such activities as the 'maths challenge' and 'pets corner' to the rest of the school.
68. The school has now introduced Success Maker which allows all pupils to improve their literacy and numeracy skills targeted at their own level. Pupils across the school work on these programs before school, after school and in their lunchtime. All pupils speak enthusiastically about how this has helped their confidence in learning.
69. Leadership of the subject is good. The co-ordinator has ensured that all planning is supported by a variety of published materials to improve teachers' confidence in the subject. There is a clear plan for future development including an increased number of computers and interactive whiteboards, enhancing the school website and using digital cameras to support teaching and learning further. The co-ordinator is now piloting a system for assessing pupils' progress and ensuring all areas of learning are covered sufficiently. Although planning is monitored regularly the co-ordinator hopes to have more opportunities in the future to monitor teaching and learning across the school.

Information and communication technology across the curriculum

70. There has been a clear focus on providing sufficient software to support ICT across other areas of the curriculum. Observations of lessons, conversations with pupils and examples of work show that pupils have regular access to programs that support their learning across all subjects. This is particularly evident in literacy and numeracy through the use of Success Maker and in history, geography and science through the use of interesting and useful websites displayed on all classroom walls. All planning makes clear reference to the use of ICT across the curriculum.

HUMANITIES

Religious education (RE)

Provision in religious education is **good**.

Main strengths and weaknesses

- There are very good links with personal, social and health education and to pupils' spiritual, moral, social and cultural development.
- Pupils gain very good insights into the world's major religions.
- The subject is very well led and managed.

Commentary

71. There has been good improvement in religious education (RE) since the last inspection. The school places great emphasis on learning about other religions, and how other people live their lives. It is a very important part of the school's philosophy on including and valuing everyone in school. Thus, RE is very well linked to other areas of school life. For example, it supports the very good quality acts of collective worship which take place daily. Teachers also plan very good links with personal, social and citizenship topics, which enhance pupils' learning considerably. As a consequence of the good teaching, the vast majority of pupils reach standards which are at least in line with the expectations of the locally agreed syllabus.

72. Pupils respond very well in lessons and enjoy the activities that the teachers plan for them. For example in a Year 4 lesson, pupils enjoyed role playing, in groups, the story of the Good Samaritan. The teacher's high expectations that the pupils would work hard and behave well meant that all pupils achieved very well. They shared their ideas very sensibly and discussed the moral of the story with good understanding. The meaning came home to them very successfully when the teacher used a 'hot seat' to enable pupils to question the 'Good Samaritan'. Pupils study major world religions and learn to respect and value other peoples' customs and traditions. For example, in a good Year 3 lesson, pupils extended their knowledge of the 5K's of Sikhism by developing a bank of questions to ask the Sikh visitor coming to their class the following week. They became very interested in the customs and artefacts associated with Sikhism and prepared sensible and probing questions to extend their understanding.
73. The subject is very well led and managed. The leader is new to the post but has already achieved a great deal. She has introduced new sections into the planning. These involve role play and drama to create an atmosphere and to enhance pupils' learning. There is a good long term overview map of topics based on the locally agreed syllabus. Wherever possible, these are connected to other subjects and create good links. This enhances pupils' learning. Resources are good and successfully support the current curriculum.

Geography and history

74. Work was sampled in **history and geography**, with only one lesson of history being observed. There is good evidence from work in books and discussions with pupils that provision in both subjects is satisfactory.
75. In both history and geography the work is made interesting by the use of local resources and visits to nearby sites. From a scrutiny of pupils' work, from collections of photographs and from the colourful and stimulating displays relating to these subjects around the school, it is clear that there is careful planning by teachers to develop pupils' skills in English in many of their historical and geographical projects. For example, work in geography on Africa was illuminated by pupils' writing of poetry. Year 6 pupils are very proud of their local studies projects in history which encourage both a range of writing as well as the involvement of entire families in bringing the history of Wombourne alive. A Year 5 class studying the Victorians in history were enthused and informed by the clever use of role play by the teacher.
76. The subject managers are both enthusiastic and informed advocates for their subjects. Schemes of work have been drawn up which are useful tools for all the teachers when planning for these subjects and they allow teachers to plan lessons in good detail and ensure that pupils' knowledge, skills and understanding are built on steadily. A good range of resources for both geography and history has been collected and these are used thoughtfully to raise standards of teaching and learning. Both subject managers monitor the planning of their subjects and support other teachers with their preparations for their lessons. Useful frameworks for assessment in both subjects have been drawn up but they have yet to be implemented across the school in geography.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

77. In **art and design** only one lesson was observed in Year 6 in which the teaching and learning was very good. The enthusiasm and knowledge of the teachers ensures that all pupils can make a mask using their own designs. They can confidently discuss and put into practice alternative methods to ensure a successful outcome. It is evident from reviewing teachers' planning and scrutinising wall displays and portfolios that provision in this subject is good. Art is linked successfully into topic themes such as 'The Egyptians' and 'Greek Myths'. Pupils use sketch books to develop their drawing skills and there is a clear progression of these from Year 3

through to Year 6. Skills are taught progressively and pupils have good opportunities to explore a wide range of media. Attractive art displays around the school considerably enhance the environment.

Design and Technology

78. Only one lesson was observed, however, it is evident from reviewing the teachers' planning documents and scrutiny of wall displays and pupils completed work that provision is satisfactory and that there has been an improvement since the last inspection. The curriculum is based on national guidelines and shows clear progression of skills. However, based on standards of work seen, the recently improved plans have not yet had the time to have a positive impact on the upper school.
79. Pupils are developing their understanding of the design cycle from a systematic approach to identifying needs, designing, making and reviewing. The subject leader has ensured that there is a clear focus on health and safety issues and pupils and staff analyse the potential risks at the start of each lessons. The newly appointed co-ordinator has started to review the provision of design and technology and has reorganised the resources well. As a result, she is aware that there are insufficient resources to support the curriculum at the upper end of school, such as, tools for working with wood and construction kits. This is a similar picture to that of the last inspection.

Music

80. Only one lesson was observed but it is clear from planning and talking with pupils that **music** plays a very important part in the life of the school. It is used particularly well to set the mood for worship time, where pupils sing tunefully. Singing throughout the school is of a high standard. Provision for music is enhanced by a specialist teacher who takes lessons in some year groups. It is also considerably enhanced by a number of extracurricular opportunities such as brass, woodwind and strings tuition. Pupils also have the opportunity to sing in the school's very successful choir. The subject is very well led. Planning covers all the requirements of the National Curriculum and the subject leader has developed a very good assessment scheme for the subject which is easy to use and gives clear information.

Physical education

81. Only two **physical education** lessons were observed. However, it is evident that teachers plan their lessons very carefully, have a good range of tasks for the pupils and know exactly what they want them to achieve. Lessons are planned with good regard to health and safety and pupils understand the benefits to health of regular exercise. Good levels of enthusiasm are evident in pupils' attitudes. They are very keen to attend the very wide range of sports activities that are provided for them after school. These enhance the physical education curriculum and provide opportunities for those pupils who show promise to develop their skills. Sports and games are prominent in the life of the school and are very popular with the pupils. The new subject leader is very enthusiastic and has good plans to ensure the continued status of the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship

Provision for personal, social, health education and citizenship is **satisfactory**

82. Personal, social, health education and citizenship, as subjects within the curriculum, are at a very early stage of development. There are no policies yet but schemes of work are being developed. The newly appointed subject leader has started to review the provision within

existing subject areas such as RE and science. It is her intention to use this information to identify areas that are under-represented and address it through a new scheme of work linking citizenship to personal health and social education. Teachers use Circle Time¹ to discuss issues.

83. Pupils contribute to the life of the class and school. Older pupils can be seen taking care of younger pupils in and around school. Displays in school show the fund raising events the pupils have taken part in, such as, Red Nose Day and the NSPCC. Classroom rules are discussed and agreed each year and pupils generally follow these rules. Pupils understand the difference between right and wrong. Each year the school receives a visit from the *Life Education* Centre. The annual programme builds upon the pupils' previous experience and encourages them to make healthy choices. This forms part of the school's drug awareness programme.

¹ Circle Time: in these sessions, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other talking about issues which touch them all.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

