

INSPECTION REPORT

DUDLEY WOOD PRIMARY SCHOOL

Dudley

LEA area: West Midlands

Unique reference number: 103773

Headteacher: Mrs. C. Sibley

Lead inspector: Carol Worthington

Dates of inspection: 17th – 20th May 2004

Inspection number: 255999

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 -11
Gender of pupils:	Mixed
Number on roll:	398
School address:	Dudley Wood Dudley West Midlands
Postcode:	DY2 0DB
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Appropriate authority:	Governing Body
Chairman of governors:	Mrs Ellen Parkes
Date of previous inspection:	29/6/98

CHARACTERISTICS OF THE SCHOOL

Dudley Wood is a larger than average sized primary school, which serves the local area and also educates the children of travellers. There are slightly more boys than girls on roll; nearly all are white British. Just over one per cent of pupils do not speak English as their first language, which is just above the national average. The percentage known to be eligible for free school meals (16.5) is about average. The percentage of pupils with special educational needs, including those with statements (16.5) is in line with the national average. These pupils have specific learning difficulties, emotional and behavioural problems or physical disability. The number with statements is below average. The school holds awards for Excellence in Early Learning, Investor in People and Healthy Schools. Attainment on entry to the main school is now average, having been below average hitherto.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20609	Carol Worthington	Lead inspector	Science; design and technology; music
19446	Sue Wood	Lay inspector	
16198	Carol Etherington	Team inspector	English, Geography; History
31963	Malcolm Padmore	Team inspector	Mathematics; ICT; Religious education; Physical education
22821	Linda Wolstencroft	Team inspector	Special educational needs; Areas of Learning in the Foundation Stage; Art and design

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Dudley Wood is a good school where children achieve well because of the good teaching they receive. The headteacher is a strong leader who has a clear vision and high aspirations for the future of the school in which she is well supported by staff and governors. Pupils enjoy school and want to learn because they are well motivated and encouraged by their teachers. The school gives good value for money.

The school's main strengths and weaknesses are:

- Leadership and management are good, and promote good teamwork amongst staff
- Teaching and learning are good throughout the school
- Standards are rising, but in mathematics they remain below average in Years 5 and 6
- Pupils achieve well but some pupils are adversely affected by their poor attendance and unpunctuality
- The very good provision for moral and social education results in pupils behaving well and having very good attitudes to learning
- Provision for the Foundation Stage of learning is good
- The school is very inclusive and celebrates its local heritage and traveller culture
- The school seeks best value when purchasing goods and services but not always in the deployment of senior staff

The school has made good improvement since the previous inspection. Standards are rising and all the key issues have been addressed. Improvement has been particularly good in teaching and learning in Key Stage 1 and English and in planning in the nursery. The governors now make regular visits to the school, and the role of the subject coordinator has been extended, but they still do not have enough time to monitor the curriculum as effectively as they might. Attendance has not improved and remains an issue for the school to address.

STANDARDS ACHIEVED

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

*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 2.*

Taken overall, **pupils achieve well** and reach standards that are generally average. In the Key Stage 2 National Curriculum tests in 2003, **standards** rose in English and science, but in mathematics, they remained well below average. In Key Stage 1, standards in reading and mathematics were average and in writing below average.

Children achieve well in the Foundation Stage, and those in the current reception class will enter Year 1 next term with average attainment, which is an improvement over previous years.

Achievement is good in the rest of the school, and in the current Year 2, the standard of reading and writing has improved considerably since the previous inspection. An above average percentage of children are at the higher Level 3 in reading, and the overall standard in writing is average. Pupils in the current Year 6 who entered the school below average are now achieving average standards in English and science, but remain below average in mathematics, where their achievement is satisfactory.

Pupils' personal qualities, including their spiritual moral, social and cultural development are good overall. The attendance and punctuality of a significant number of pupils is unsatisfactory. In lessons pupils are very well behaved and have very good attitudes to their learning. The school provides well for the personal development of pupils, starting in the Foundation Stage.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good.

The **curriculum** is satisfactorily broad and balanced, enriched by a satisfactory range of extracurricular activities. Accommodation and resources are satisfactory overall, but the very small playground and hall have a negative impact on the physical education curriculum. The school provides good **care, guidance and support** for pupils; pastoral care is good. Pupils are given good support, advice and guidance as a result of monitoring their achievements. There are currently no formal systems in place to gather the views and ideas of the pupils, though a school council is planned for the next academic year.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher's inspirational leadership motivates and influences staff and pupils, and all leaders are highly committed to inclusion. Governors are committed and support the school in all its work, but they have not started to evaluate provision with respect to obtaining best value.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Many parents are supportive of the school and have positive views about its work. They praise the quality of relationships in school which show mutual respect between children and adults. They praise the teachers for their unstinting service and their high expectations. They regret that the playground is so small. Pupils enjoy coming to school, they like their teachers, and older children think they have done well during their time at this school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve:

- Raise the standard of mathematics in Key Stage 2 by continuing current strategies and paying more attention to problem-solving
- Improve the attendance and punctuality of some pupils by more rigorous following-up of absence on the first day, and by making parents more aware of the effects of holidays and lateness on their children's education
- Seek to achieve best value by establishing formal mechanisms for consulting parents and pupils, and by considering senior staff deployment to make sure that subject coordinators have sufficient time to monitor and evaluate their subject areas in the classroom.
- Monitor the provision for children with special educational needs to establish whether withdrawal or access to good class teaching with support gives better achievement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children achieve well in the Foundation Stage, and those in the current reception class will enter Year 1 next term with average attainment. Achievement is good in the rest of the school, and pupils in the current Year 6 who entered the school below average have achieved average standards in English and science, but remain below average in mathematics, where their achievement is satisfactory.

Main strengths and weaknesses

- Pupils' achievement is good
- Standards remain below average in mathematics, despite the many initiatives put in by the school
- In Year 2, a high proportion of pupils are good readers and do well in mathematics
- The school's performance in National Curriculum tests is significantly affected by the number of traveller pupils who do not take the tests
- Some pupils' achievement is significantly affected by their poor attendance

Commentary

1. Children enter the Foundation Stage with below average communication skills, but because of the good attention paid to language development, the current reception children have achieved average standards in this as well as in the other learning goals they should acquire by the end of the reception year. In past years, this has not always been the case; children have more often than not been below average on entry to Year 1, so this shows the improved quality of education provided in the Foundation Stage since the previous inspection

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

Standards in:	School results	National results
reading	15.7 (17.4)	15.7 (15.8)
writing	14.0 (14.8)	14.6 (14.4)
mathematics	16.7 (16.9)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	27.7 (26.3)	26.8 (27.0)
mathematics	25.2 (25.6)	26.8 (26.7)
science	29.0 (27.4)	28.6 (28.3)

There were 50 pupils in the year group. Figures in brackets are for the previous year

2. Pupils are achieving well in Key Stage 1. Their attainment on entry was below average but standards are now average in reading, writing and mathematics. In Year 2, over one third of pupils are reading above average at level 3. Pupils have good literacy and numeracy in Key Stage 1. Over the past three years, standards have been rising in Key Stage 1 and in 2003, results in the National Curriculum tests were average in reading and mathematics, but below in writing. The value added to pupils' education between the Foundation Stage and Key Stage 1 has been

consistently above average in reading and mathematics, and the school's present focus on writing has led to the improvements this year.

3. Standards in English are average in Key Stage 2. This shows an apparent drop since last year's National Curriculum tests for 11-year-olds which were above average, but there are more pupils with special educational needs in the present Year 6. English language is developed well in the wider curriculum and achievement is good.

4. Standards in mathematics in Key Stage 2 have improved since last year's National Curriculum tests, when they were well below the national average. They remain below average in Year 6, but these pupils were at best below average in their Key Stage 1 tests. Their achievement and progress has been satisfactory. In Years 3 and 4, the effects of the strategies put in place to improve numeracy are more apparent, and achievement is good. In Year 4, attainment is average for the age of these pupils. Numeracy remains below average in Key Stage 2, but is improving up to Year 4 because of initiatives put in by the school.

5. In science, pupils achieve well in Key Stage 1 in the biological aspects of the subjects, but do not do so well in materials or physical science. What they do is of average standard, but the quantity of work is not enough in these aspects, and some pupils could tackle harder work. In Key Stage 2, achievement is good. Pupils do particularly well in acquiring the skills of scientific enquiry. Standards improved to average in the 2003 National Curriculum tests, and have remained so in the current Year 6.

6. Attainment in information and communication technology (ICT) has improved since the previous inspection and is now average. Pupils' skills have improved greatly, particularly since the electronic whiteboards have been introduced into most classes.

7. Attainment in other subjects where judgements have been made is average, though there are clear signs of the improved provision in the Foundation Stage and Key Stage 1 leading to higher attainment all-round by Year 4.

Pupils' attitudes, values and other personal qualities

8. The attendance and punctuality of a significant number of pupils' is unsatisfactory. In lessons pupils are very well behaved and have very good attitudes to their learning. The school provides well for pupils' personal development.

Main strengths and weaknesses

- Pupils are very enthusiastic, interested in their learning and behave very well
- Provision for the personal development of all pupils in the school is good
- The level of attendance of some pupils is well below the national average and many pupils arrive late at school on a number of occasions

Commentary

9. Most pupils like to come to school and they thoroughly enjoy their lessons. They are interested, expect to work hard and enjoy discovering new and interesting information. They listen closely to the teacher and their peers, and are eager to answer questions or offer ideas. When working as individuals, in pairs or groups they concentrate hard and organise themselves well. All adults in the school are good role models which encourages very good relationships throughout the school. Pupils show respect for the values and feelings of others and their work, and offer constructive comments on how work can be improved. They are very polite to visitors and are happy to show their work and talk about their experiences in school. They behave very well in classrooms and around the school building where movement is organised and calm. There have been no exclusions this year.

10. The personal development of pupils is a strong focus of the school. Opportunities are provided for pupils to reflect on their work and talk about their feelings. Assemblies are a calm and well-structured time to think of this and of other people; during the inspection pupils were considering personal qualities, such as kindness and caring. The school regularly supports charities, such as the Marie Curie Cancer, UNICEF and the Royal National Lifeboat Institute, to raise pupils' awareness of those less fortunate than themselves. The personal, social and health education taught in the school alongside established 'circle times' ensure sensitive issues are raised and considered with the pupils. Pupils' clearly know what is right and wrong. They abide by the school rules and know that bullying or other such harassment will not be tolerated by the school. Pupils are given responsibilities and are keen to show initiative, such as organising table-top sales to raise money for the additional interactive white boards. A wide range of opportunities are given to pupils' to enable them to appreciate the local culture and also they share the experiences of the travellers in the school. The names of the four school houses reflect those of important local industries and are evocatively illustrated by powerful pictures, colourfully painted by pupils of a Dudley secondary school. There are satisfactory opportunities for pupils to study other cultures through English, music, and art in particular.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	8.6	School data	0
National data	5.4	National data	0.4

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

11. The school's attendance figures are well below the national average. These are affected by the number of travellers who are at the school and also by the increasing number of families that take their family holidays during term time. There is also a significant number of absences for single days which are not systematically monitored to ensure they are for genuine reasons as this is having an adverse impact on the attainment of pupils. Many pupils are regularly late to school and this disrupts the otherwise prompt and smooth start to the school day. The school monitors attendance but procedures to improve it do not include a first-day contact and are not always rigorous enough to deal with concerns that may be raised.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

12. **The quality of education** provided by the school is good. **Teaching** and learning are good. A satisfactory **curriculum** is enriched by an adequate range of extracurricular activities. The school provides good **care, guidance and support** for pupils.

Teaching and learning

13. Teaching and learning have improved since the previous inspection and are now good throughout the school. Teachers' marking and assessment are also good

Main strengths and weaknesses

- A high proportion of very good teaching was observed in the Foundation Stage, Year 2 and Year 6
- Teachers' marking and assessment are good
- Behaviour management is very good
- Teachers make very good use of interactive (computer controlled) whiteboards to enhance pupils' learning
- Pupils respect their teachers and take responsibility for their learning during group work
- Teaching assistants provide good guidance for pupils with special educational needs

Commentary

14. Teaching is good throughout the school; pupils learn and achieve well as a result. During the inspection, almost three-quarters of lessons were good or better and nearly one third was very good. The excellent lesson was in Key Stage 1. There was a particularly high proportion of very good teaching and learning in the Foundation Stage, Year 2 and Year 6, and pupils achieved very well in these lessons. The biggest improvement has occurred in Key Stage 1, where teaching was unsatisfactory in English and mathematics at the previous inspection.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2 %)	13 (29 %)	19(42 %)	12(27 %)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lesson

15. Teachers are well qualified and have good expertise; the subject and phase coordinators are all experienced and share their good practice with newer colleagues whom they mentor in their first year. Expertise is particularly good in literacy, which is developed well in all subjects, for example in the use of key vocabulary in a science lesson on separating mixtures and in design and technology evaluations of products.

16. Teachers' expertise in numeracy was seen to be satisfactory at least in lessons, but standards of numeracy are lower than those of literacy, despite the many initiatives the school has put in place to improve them. However, these procedures are having some success now, since pupils are achieving well throughout Key Stage 1 and into Key Stage 2 up to Year 4. Pupils in Years 5 and 6 have not had the full benefit of these strategies, and their achievement from Year 3 remains satisfactory overall, despite good teaching and learning in Year 6.

17. Teachers have very good relationships with their pupils who show respect, and appreciate the encouragement they are given, both during and outside lessons. Teachers insist on high standards of behaviour and pupils respond very well, showing very good attitudes to learning, which make them very diligent and able to apply themselves to their work. In Year 1 science, for example, pupils worked hard to complete investigations and write them up, which is very productive for children this age.

18. Teachers make effective use of time. Lessons start promptly and in the morning, before the start of the first lesson, teachers profitably spend time on guided reading with different groups of pupils whilst others read independently. This was seen in a Year 4 class where pupils showed very good capacity to work independently, some on ICT tasks and others reading whilst the teacher and teaching assistant were guiding the reading of that morning's selected group. However, good teaching during this time is not reaching those pupils who are habitually late, and their progress is suffering.

19. The special educational needs co-ordinator liaises with teachers to ensure that targets set on individual education plans are appropriate and support pupils' learning. Well-deployed teaching assistants provide effective support. Activities planned for pupils who are withdrawn from lessons are well matched to their individual needs, and pupils achieve well, including travellers for whom educational packs are prepared when they are away.

20. Teachers plan well for pupils of all abilities and provision to extend the achievement of those of higher ability is present in most lessons. However, this does not go as far to stretch those who may be gifted and talented who are not identified by the school.

21. The school is well resourced and teachers make good use of resources of all types, but particularly noticeable was the use of the interactive whiteboards in all classes, including the Foundation Stage. Teachers use these in all lessons as a classroom tool which enables them to

refer constantly to material used at different stages of the lesson, for example in the plenary sessions to reinforce learning. Pupils also love using them and are very well motivated, from 'dressing Teddy' in reception to calculating perimeters in Year 6.

22. Some parents thought that the quantity of homework given by teachers was variable in the school but the inspection team found that this was no more so that in other schools and the amount and type of homework given satisfactorily extends the curriculum.

23. Teachers assess pupils' work regularly and constructively. Marking is well done and comments in books enable pupils to understand better how to improve. Teachers keep good records of pupils' progress over the year in their mark books. They test pupils frequently in literacy, numeracy and science, and in other subjects at the end of a topic of work. In Key Stage 2, pupils take standardised reading tests and QCA tests in English and mathematics which are used satisfactorily to pass on information to their next year's teachers to set targets for improvement and to inform parents of their children's progress.

The curriculum

24. The school provides a **satisfactory** curriculum for its pupils, with a satisfactory range of extra-curricular activities. Overall, the school's accommodation and available resources are **satisfactory**.

Main strengths and weaknesses

- The school's appropriate emphasis on literacy and numeracy is improving standards, albeit slower in numeracy than literacy
- Information and communication technology is used well to support pupils' learning in many subjects across the curriculum.
- The lack of outdoor provision adversely affects provision for physical education and limits the access to outdoor learning for some children in the Foundation Stage.

Commentary

25. The school's curriculum meets statutory requirements, and pupils have opportunities to study all subjects of the National Curriculum and religious education. During the daily literacy and numeracy sessions, teachers focus appropriately on developing pupils' basic skills and to work towards raising standards in English and mathematics, which was a key issue at the time of the last inspection.

26. Teachers have worked hard to implement the National Strategies for Literacy and Numeracy consistently across the school. Teachers and classroom assistants work well to develop pupils' basic skills in reading and writing. The separation of guided reading from other literacy work has been successful and enables teachers to work with groups of pupils of similar ability. It also provides opportunities for support staff to work with individual pupils on their reading. Newly implemented initiatives in the teaching of phonics and writing have been successful in raising standards in reading and writing, especially in Key Stage 1, where there was unsatisfactory progress reported by the last inspection. In numeracy, there has been a recent whole-school focus on developing pupils' mental ability in order to improve their problem-solving skills. Although it is too early to judge the longer-term success of this initiative, pupils' achievement is starting to improve.

27. The use of ICT to support pupils' learning in other subjects of the curriculum has been greatly enhanced by the installation of interactive white-boards in many classrooms, and most teachers use these effectively as a teaching resource. Pupils are very motivated by the use of ICT, and particularly enjoy seeing their own contributions recorded and displayed in this way.

28. Provision for pupils with special educational needs is good. They are identified as soon as possible and appropriate action taken to help them to learn effectively. They receive good support

from teachers and teaching assistants. Pupils are well supported in the classroom and some receive extra help in the special needs base during literacy lessons.

29. Provision for 13 pupils who use English as an additional language is satisfactory. All receive similar levels of learning support to their class peers. The school currently has no pupils at the very earliest stages of learning English. Although there are no specialist teachers, the school has appropriate systems for identifying such pupils, and buys in any necessary support from the local education authority.

30. There is a good match of teachers and support staff to meet the needs of all the pupils in all areas of the curriculum. Resources are good, and the introduction of the interactive white boards is having a positive effect on teaching and learning. The very good quality of display enhances the learning environment and celebrates the work of the pupils'. The ICT suite and library are well used and parents act as librarians, which is appreciated by the school. The small school hall is barely adequate in size for physical education, and there is limited space for storage of larger apparatus. Classrooms are generally large enough, but the two mobile classrooms do not have access to water for subjects such as art. The outdoor play area for the Foundation Stage is inadequate - though used to best advantage - in that one reception class does not have the required access, which has an adverse impact on pupils' physical development. The lack of a playing field and the tiny playground is very restrictive on the physical education curriculum.

Care, guidance and support

31. The school provides a caring learning environment for the pupils where they feel happy and safe. Pupils are given good support, advice and guidance as a result of monitoring their achievements. There are currently no formal systems in place to gather the views and ideas of the pupils.

Main strengths and weaknesses

- Pupils' care, welfare and health and safety are well provided for
- Pupils feel confident to approach an adult in the school if they have worries or concerns
- There are no formal systems in place to gather the views and opinions of pupils.

Commentary

32. The clear procedures that are in place for health, safety and child protection ensure that the school provides a caring and supportive environment in which pupils can learn and develop. The youngest are sensitively introduced to school life as they settle into the daily routines of the school. Procedures are followed to ensure the smooth transfer of pupils from other schools mid term although there is no support structure where pupils can formally care for each other. The adults in school are sensitive to the individual needs of all its pupils and work hard to ensure that they are fully met.

33. Pupils feel confident that adults will listen to their worries and concerns and action will be taken to help them; this is the result of the very good relationships enjoyed throughout the school. Pupils stated that both sides of a disagreement are listened to and then dealt with firmly but fairly, and that any bullying or harassment rarely recurs.

34. The school does not currently gather the views of its pupils through an annual questionnaire and therefore it is unable to involve the pupils in decisions or actions. This is an area that has been highlighted for development in the school improvement plan; there are also plans to develop a school council.

Partnership with parents, other schools and the community

35. Many parents have positive views about the work of the school. The quality of written information is variable. The school has developed satisfactory links with other school and the wider community

Main strengths and weaknesses

- Written information for parents does not always celebrate the work of the school or relate children's progress
- A small number of parents work hard for the school to help provided extra resources and to improve the learning environment for all children.
- The school is not able to influence the few parents who condone their children's absence

Commentary

36. Regular newsletters are sent home to parents that keep them informed about routines and events in school. Information leaflets provide details of the curriculum to be studied which enable parents to support with first-hand experience and artefacts. Other documentation, such as the school prospectus and the annual governors report to parents, are bland and do not celebrate the work and achievement of the school.

37. A small number of parent helpers is regularly seen in school helping in classrooms. Some parents work tirelessly on repairing and replenishing resources, making story sacks, decorating the walls with murals, involving the children, and, most recently, marking out playground games on the tarmac surfaces. This is very effective in helping pupils' learning and is much valued and appreciated by the school. Parents are invited in to join in productions, class assemblies and sports days, which they appreciate. The Parent Teacher Association works hard to raise funds through a variety of social events. Recently they have provided money to enable the school to buy a new stereo music system and big play equipment for the nursery. This is a valued resource to the school.

38. Parents receive written annual reports on their child's progress. The current format (due to be changed in September) does not fully meet the reporting requirements to parents as they do not report on each subject taught individually, do not indicate the levels that the children are achieving and do not suggest areas for development to enable parents to support the children in their future learning. Reading diaries provide a place where parents can write their thoughts and views, but the homework diaries used by older children are less affective in promoting a two-way communication between home and school.

39. The school has developed strong links with the local church whose minister often takes assembly. The children visit the church as part of their religious education lessons. Visitors, such as the police, the fire brigade and itinerant theatre companies help enhance pupils experience. It has not, however, developed strong enough links with the few parents who regularly bring their children late to school or condone their absence.

LEADERSHIP AND MANAGEMENT

40. Leadership and management of the school are good; governance is satisfactory.

Main strengths and weaknesses

- The headteacher's inspirational leadership is excellent in motivating and influencing staff and pupils, creating effective teams that work well together
- The school undergoes rigorous self-evaluation, including the monitoring of performance data and uses the findings effectively to raise standards
- Leaders' commitment to inclusion is very good

- Subject and key stage coordinators are very good role models for other staff, particularly those whom they mentor
- The management of attendance is unsatisfactory

Commentary

41. The headteacher is a strong leader who has led the school through a period of substantial improvement since its previous inspection, when there were significant areas of weakness in the quality of education and much lower standards. She has a clear vision for future development and excellent skills in motivating and influencing staff and pupils. She has created effective teams in the Foundation Stage and in both key stages and has high expectations of all aspects of the school. She leads the school in a yearly self-evaluation, which all staff undertake for their subjects and areas of responsibility. Findings are promptly acted upon and lead to initiatives such as those which have improved ICT provision and are now improving standards in mathematics. The headteacher monitors the school's performance data vigorously, using systems put in place by the local education authority. This enables measures to be implemented to improve standards, for example in writing in Key Stage 1 and mathematics in Key Stage 2

42. The senior management team is currently short since the retirement of the Key Stage 2 coordinator, so whilst the monitoring of provision in Key Stage 1 is effectively carried out by the coordinator, that in Key Stage 2 is now being done by the deputy. The head teacher has temporary responsibility for numeracy and ICT, whilst her deputy oversees history. The deputy head keeps comprehensive records relating to attendance, particularly that of the traveller pupils, but these records are not adequately confronting the problem of non-attendance. Attendance has not improved, but deteriorated somewhat since the previous inspection.

43. The special educational needs coordinator has a good understanding of the needs of the pupils and has developed effective systems to ensure that progress is tracked and the statutory requirements are met. All leaders are committed to inclusion; provision for traveller children is particularly good. The school provides education packs for them when they are away, but it tolerates their lack of punctuality when they are in school rather too readily, which exacerbates the problem of the attitude to attendance amongst some other parents. All pupils are made aware of their culture through the informative displays around the school

44. Leadership and management of the Foundation Stage are good. The coordinator is a very good role model for other staff through the high quality of her teaching. Her careful planning and assessment of structured play give children a good start to their education at Dudley Wood.

45. Subject leaders and other staff with management roles work very hard, provide good leadership, and present role models for other staff in the quality of their teaching. Although some subjects currently do not have leaders, there are newly qualified teachers on the staff waiting to take over these roles and, by September, all the posts will be filled, including that for numeracy. Subject managers are, however, unable to carry out a full monitoring responsibility in their area because insufficient time has been allocated to them to observe the curriculum being taught in the classroom, or to share the good practice in their own teaching as fully as they might.

46. Performance management procedures are satisfactory. Those for induction and continued professional development of staff are satisfactory but not enough extended courses are available locally, so much development is through in-service training which is valuable. All teachers have been trained this way in ICT, for example. The deputy head has tutored a small number of parents who have become valuable classroom assistants.

47. Governance is satisfactory and has improved since the previous inspection. Governors are committed and support the school in all its work; they have a satisfactory knowledge of its strengths and weaknesses. They have improved their monitoring of the school to a satisfactory level through meeting coordinators and more focused school visits. The finance committee is stringent in its monitoring of the budget and ensures the principles of best value are adhered to when purchasing

goods and services. The school also applies these principles by comparing its performance with that of other schools, both nationally and locally. However, the governing body has not yet started to evaluate provision such as the development of staff with respect to getting the best value in pupils' achievement. They do not, for example, evaluate the effectiveness of the relatively large amount of non-contact time for the deputy head against the insufficient time allocation for subject coordinators to monitor the curriculum in their area of responsibility. The school has not effectively weighed up the relative merits of withdrawing pupils with special educational needs from class against their loss of some aspects of the good and very good class teaching of literacy. Furthermore, the governors and senior management have not evaluated the effect on standards of persistent absence and lateness of some pupils or taken steps rigorous enough to improve it.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	860445	Balance from previous year	110122
Total expenditure	839851	Balance carried forward to the next	140716
Expenditure per pupil	2170		

48. The school has had a large figure carried forward for the last three years because it has been planning to finance the new building, due to be completed by September 2004. It also needs to cater for two extra teachers in Key stage 2 as the two-form entry filters through.. Nothing meanwhile has been able to be allocated to the outside area for the Foundation Stage

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

49. The overall provision for children in the Foundation Stage is good. Children receive a good start to their education. The issues relating to the last inspection have been addressed. Teaching and learning are good and often very good in all areas. Detailed planning based on a shared understanding of the importance of structured play activities ensures that all members of staff are clear about their roles and the purpose of each activity. As a consequence, children make good progress and feel equally confident with all adults in the classroom. Assessment of what children know, understand and can do is very good and influences teachers' planning for individual children and for groups. Children's standards on entering the nursery cover a broad range but overall the abilities of most children are assessed by the school as being below the standards of children nationally. By the time they enter Year 1, they have made good progress and have achieved the expected goals for children of their age in all areas.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children develop their levels of personal independence well.
- Routines are well established.
- Children are actively encouraged to make choices.
- Background music in different areas sometimes clashes and disturbs concentration.

51. Teaching in this area is good and sometimes very good, resulting in good achievement. Adults create a calm and purposeful environment which fosters good attitudes and good behaviour. Children quickly develop confidence and establish good relationships with other children and with adults. Routines are familiar to the children and help them to manage their time to work effectively in the classroom. In the reception classes, for instance music is used to indicate what is to happen next so that when 'tidying up' music is played, children begin to put away the equipment and gather for the next activity. Teachers prepare children well for what they are to do. One class regularly checked the items in a bag which helped them to remember what they were going to do during the week. They know that at some times during the day they will work with an adult and at other times participate in an activity without direct supervision. Teachers plan a wide range of stimulating activities from which the children can choose. The good understanding that adults have of what children need to do next enables them to provide encouragement and support for children's choices of activities. The good planning and high expectations of the adults around them ensure that children are interested in what they do and concentrate well. Children work well together in groups. Many discuss what they are doing and help one another. The children receive plenty of praise and encouragement which helps to build their self-esteem and confidence. Music that pupils enjoy is played in the nursery and in the outside play area. However, in areas where these can both be heard, it is difficult for children to listen to others or to the music.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's speaking and listening are effectively encouraged.
- Early reading and writing are well supported.
- Children communicate confidently.

Commentary

53. Children have a wide range of opportunities to develop their communication skills. All adults extend children's speaking and listening ability. The wide range of stimulating activities and resources which are available to children encourage them to discuss what they are doing with each other and with adults. Adults support these activities very well. They value what children say and know when to encourage or prompt them in their work. Children enjoy listening to stories and join in with shared telling and in answering questions. The high expectations adults have of them fosters children's confidence. Teachers respond well to children's needs and plan activities which interest them. In the nursery, writing activities include the use of folders and clipboards because children have seen adults using them and enjoy copying them. Activities led by the teacher are well structured and focus clearly on early reading skills, such as looking at texts to find information.

MATHEMATICAL DEVELOPMENT

54. Provision in mathematical development is **good**

Main strengths and weaknesses

- Teachers plan a wide range of interesting activities to develop mathematical understanding.
- Children are beginning to use numbers with confidence.

Commentary

55. The range of planned activities supports children's understanding well. In a reception class, for example, children pretended to be clowns. They lined up whilst another child put a hat on each head. The group had to decide whether there were too many hats or not enough. Another group did an activity using small boxes of sweets. Most could estimate how many sweets were in the box and everyone could count them. A good range of resources helps children to explore their understanding of mathematics. Games and puzzles are available for children to consolidate what they have learned and there are many opportunities to weigh and measure, using sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

56. Provision in knowledge and understanding of the world is **good**

Main strengths and weaknesses

- Children have very good opportunities to learn about the world around them.
- Activities are well planned and stimulating.

Commentary

57. Children make good progress in this area because they have a wide range of opportunities planned for them. The activities foster and develop children's natural curiosity and thus interest and motivate them. In the nursery, an area of the room has been developed to encourage children to investigate and explore their environment using their senses. A wide range of resources is available for children to watch, smell, listen and touch. During the 'open door' session when all three classes join together, children 'dressed the teddy' using the interactive whiteboard. They learned to move the clothes across the picture to the teddy and to tap sharply to keep it in place. Other children successfully investigated melting ice in the water tray.

PHYSICAL DEVELOPMENT

58. Provision in physical development is **satisfactory**

Main strengths and weaknesses

- There is a wide range of opportunities planned for children to develop their physical skills.
- Part of the surface of the outside play area is poorly maintained and limits activities.
- One reception class has reduced access to the outside area.

Commentary

59. Children use the school hall and the outside play area regularly. In the hall, teachers' planned activities ensure children make good progress in moving around large spaces and developing a sense of control over their own movements. Physical skills are further developed in the outside area where children learn to climb and jump and to ride large wheeled toys. Children have access to a wide range of small equipment such as scissors, brushes, pens and pencils. Their fine motor skills are extended through regular activities where these tools can be used. Whilst teachers plan stimulating activities which use both inside and outside areas, the poorly maintained grassed area limits the development of further activities particularly in the use of large play equipment. The 'open door' activities ensure all children gain access to the outside area during the week, but the positioning of one reception class limits the opportunities for activities in that class to extend the learning environment into the outside.

CREATIVE DEVELOPMENT

60. Provision in creative development is **good**

Main strengths and weaknesses

- Children have a wide range of opportunities for imaginative play.
- Planned activities foster children's creativity.

Commentary

61. Children make good progress in this area because of the wide range of activities that teachers plan so that children use different materials. They make models and pictures with dough, and use tools to decorate their work. Adults work alongside the children offering help when needed and making sensitive comments helping children to extend their understanding. Children are interested and appreciate the work done by others. During the inspection, children in one reception class looked at the work of Henri Rousseau. They talked about his interest in jungles and used fabrics and natural materials to make their own picture. Throughout the activity they discussed what they were doing and which materials were best to use; this extended both their language skills and their understanding of the creative task.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

62. Provision in English is **good**.

Main strengths and weaknesses

- Improvements in teaching and learning have led to better achievement and higher standards, especially in Key Stage 1
- The subject leader has worked with other key staff to identify and implement whole-school strategies that are improving the teaching of reading and writing across the school.
- The quality of teaching and learning varies from class to class
- The National Literacy Strategy has been well implemented for all pupils
- Pupils are not given enough opportunity to study and respond to some texts in greater depth.
- A high priority is placed on developing pupils' language and literacy skills through other curriculum subjects.

Commentary

63. Standards in English are average in both key stages and are improving, particularly in Key Stage 1. Pupils are achieving well. The current teacher assessments for pupils in Year 2 are in agreement with inspectors' observation, and show that both reading and writing have improved in the current year with a great percentage of pupils working at the higher level 3 than shown by the 2003 National Curriculum test results. In Year 6, standards are average, again representing good achievement since these pupils were below average when they entered school.

64. The quality of teaching is good overall at both key stages, although lessons observed during the inspection varied from satisfactory to examples of very good and excellent practice. In an excellent literacy lesson with pupils in Year 1, the teacher had very high expectations for how much very young pupils could learn and also for how well they could behave. She had planned very appropriate activities closely linked to their prior learning and their ability, so that all pupils were working at a challenging level, without being overwhelmed. Even a group working independently without adult support understood exactly what to do and used wordbooks to find out spellings without being reminded. Resources were well chosen to be stimulating, but had exactly the right reading difficulty to allow all pupils to write a holiday diary. Well-deployed support staff made a significant contribution to the development of pupils' knowledge of phonics and to the development of their writing. In the satisfactory lessons, there was insufficient differentiation of work planned for pupils of different abilities. The subject leader has been unable to be active in dealing with this inconsistency because the school has given her insufficient time to monitor provision.

65. Since the last inspection, senior management and staff have worked hard to eliminate unsatisfactory teaching and improve the quality of teaching and learning. Teaching and support staff have shared training in the teaching of reading and the development of pupils' phonic skills. Improved systems for assessing pupils and recording their progress have contributed to the better teaching. Pupils' achievement is tracked and those needing additional support identified. As a result of the improvements made, pupils now have good achievement overall, and standards are steadily rising. In Key Stage 1, many unsatisfactory aspects identified in the previous inspection report have been effectively addressed and some of the best examples of teaching and learning were seen with pupils this age. They benefit from regular phonics work to help them learn about letter sounds and blends. They practise handwriting and learn to write for a range of different purposes.

66. The National Literacy Strategy has been effectively implemented across the school and early and additional literacy initiatives have been used well to support pupils with particular needs. Guided reading in groups has been separated from other literacy work. This has worked well

because it enables teachers to undertake focused reading work with groups of pupils of similar ability. It also provides a valuable time early on in the school day for support staff to work with individual pupils on their reading. Teachers plan well to use texts from a good range of genres, including stories, poems, plays and non-fiction. However, although there is an allocated story-time at the end of the day and the subject benefits from the enrichment provided by book weeks, poetry days and drama activities, much of the literacy teaching is based only on extracts of longer texts. Now that the strategies to improve pupils' independent reading and writing are embedded and proving effective, the school does not ensure that pupils have more opportunities to study and respond to selected literature in more depth and over an extended series of lessons.

67. Leadership is good. The subject leader has introduced several new resources and initiatives that have improved pupils' achievement across the school, for example learning how similar sounding words can be spelled differently. She has developed the school library into a real support for pupils' learning in a range of curriculum areas, as well as a fiction resource, with the help of several parent helpers. The whole-school focus on improving writing has resulted in pupils of all ages having improved achievement at both key stages and supported improving standards. The subject leader's action plan correctly identifies the need for a more consistent approach to handwriting, as some pupils forget to apply what they have practised when they write creatively. She has also highlighted the need for staff to work together to moderate their levelling of pupils' work against national curriculum. She has checked planning done in all year groups, and looked at work in pupils' books. Other non-contact time has been available for her to undertake training courses and to organise reading and poetry events. As a result, however, she does not have regular opportunities to observe lessons across the school which would enable her to identify better practice in the teaching of literacy to share with other staff and locate the necessary areas to support and develop in weaker teaching.

Language and literacy across the curriculum

68. All staff place a high priority on developing pupils' literacy in other subjects. Many teachers routinely include discussion, for example where older pupils work with 'talk partners' and then report back to the class. Discussion was seen taking place in art and PHSE. Pupils are encouraged to develop reading, as seen in a geography lesson with younger pupils where they had to read and follow instructions to trace a route on a map of the local area. Opportunities for pupils of all ages to write and record their work in a variety of different ways have improved significantly, though they could benefit from more chances to write at length in some subjects, for example history. Because of the emphasis that teachers and support staff place on promoting language and literacy in other subjects, and in ensuring that pupils apply their basic skills across the curriculum, pupils are now acquiring better literacy. This in turn contributes to the improving standards in English.

MATHEMATICS

69. Provision in mathematics is **good**

Main strengths and weaknesses

- Standards are average by Year 2 but below average by Year 6
- The quality of teaching is good
- Pupils' behaviour and attitudes to their learning are very good
- Recent initiatives are leading to improvement in overall standards
- ICT is well used as a tool to aid learning

Commentary

70. Pupils' achievement is good in Year 2 and satisfactory in Year 6. In Year 2 pupils make good progress in acquiring key vocabulary through the teachers' careful introduction of words needed to understand mathematical concepts. They make good progress finding the positions of objects on a grid. Their books show evidence of good challenge and a good volume of work

attempted over this and the previous year. Year 6 pupils make sound progress working with coded multiplication operations using letters to represent numbers. An analysis of their books and of past test papers shows a greater facility at numeracy than dealing with problem-solving, particularly when problems are presented in sentences. The school has recognised this as a weakness and is developing strategies to tackle it. A number of initiatives such as Maths Week, moving strong teachers to classes where they are most needed, various booster classes and emphasis on written mathematics have been developed over the past year and there are signs in books of overall improvement in Key Stage 2.

71. Teaching is good and sometimes very good. Teachers in all years work hard to maintain pupils' interest in mathematics and pupils do enjoy their mathematics lessons. The Year 6 teacher uses an element of surprise that is possible with the interactive whiteboard to sustain pupils' involvement in tasks. She gives them the opportunity to do some of the work on the screen themselves giving them charge of their learning. In most classes observed there was good use of ICT as a resource. Teachers' subject knowledge is good as is evident, for example, in the ways they deal with pupils' questions and in the helpful and encouraging comments that they write in books. Pupils have individual targets but these need to be further developed to ensure they are used. Relationships are very good, they foster very good attitudes to learning and, as a consequence, pupils work hard for their teachers. Teaching assistants are fully part of the team and they make a valuable contribution to teaching. Teachers are aware of the need to plan work that is suited to the range of abilities and they do this well. They group pupils carefully and allocate support appropriately. The pace of lessons is good and little time is ever wasted.

72. The management of the subject is satisfactory. It is presently overseen by the headteacher who has a very detailed and clear understanding of the subject. There is a good system of monitoring and evaluation. She has consulted widely over the disappointingly low results in Year 6 tests and an action plan has been put into place that addresses a broad range of issues. There is already evidence of good improvement lower in the school that is beginning to work through the school.

Mathematics across the curriculum

73. Pupils use mathematical skills well across the curriculum. They use graphs and charts in science and in ICT. They learn skills of measurement in science and design technology.

SCIENCE

75. Provision in science is **good**

Main strengths and weaknesses

- Teaching is good in Key Stage 1 and pupils achieve well
- Leadership is good
- Standards are rising and are now just about average in Year 6
- The curriculum is not fully balanced between different aspects of science
- Information and communication technology is used well

Commentary

75. Good achievement was seen throughout the school during the inspection. Year 6 pupils are attaining average standards similar to those achieved last year in the National Curriculum tests. Current standards are also average. Their books show good coverage of the National Curriculum to the expected level 4, especially in biological aspects such as human nutrition, food chains and the effects of exercise on the body. This did not always extend into more advanced, Level 5 material, however, such as the fertilisation process of flowering plants. Year 6 pupils were observed to have a good grasp of the methods of scientific enquiry when carrying out an observation on how high a ball would bounce when dropped from different heights.

76. In Key Stage 1, pupils are attaining a higher standard than those depicted by the 2003 teacher assessment in Year 2. Then, they were below average; now they are average and a little above in biological aspects of science. Their work shows that they are still doing this aspect well in relation to the others; by contrast, there is less work relating to the properties of materials in particular, and it is not consistently being taken to the higher level 3 in, for example, the uses of material dependent upon their properties.

77. Pupils in both key stages have good practical skills for their age; those in Year 6 demonstrated that they can plan and carry out an investigation in pairs, identifying variables and the need for a control. They showed sound numeracy skill as they measured the height of a bouncing ball. This investigation was as similarly well carried out as several noted in their books, such as the effect of exercise on their pulse rate, or whether a longer circuit affects the brightness of a light bulb.

78. Teaching and learning are good. In Key Stage 1, the science coordinator was observed giving a very good lesson on forces, which was imaginatively concentrated on the propulsion of home-made boats by blowing through straws or fanning them along. This was extremely well motivating for the pupils, and they achieved well, widening their knowledge of the way forces act and how to test things out. Teachers plan their lessons well enough so that a replacement teacher can take them in the case of the class teacher's absence, as happened in a Year 6 lesson.

79. Teachers pay good attention to literacy in science. There was good emphasis on the use of terminology, such as *dissolve*, *sediment*, in a lesson on separating mixtures, for example. There are numerous examples in pupils' books showing that numeracy is developed well through science in taking accurate measurements, for instance, or drawing graphs, though this is far more likely now to be done with ICT via the electronic whiteboards which are used very well.

80. Teachers' expertise is satisfactory overall, but a few errors are made, for example two batteries with positive ends touching marked correct in some circuits, and the sun not identified as the prime source of energy in food chains.

81. Science is led well; the coordinator is developing the subject well and standards are improving. She is very well organised and monitors the work of the school by sampling work and monitoring teachers' planning. She keeps abreast of new initiatives and has ensured that the ICT requirement for science is met with particularly good identification of how ICT can be used to best effect. She is an exemplary teacher whose expertise should be communicated more widely amongst colleagues. Her management can only be satisfactory because the school does not allow sufficient time for coordinators to monitor their own subjects in the classroom.

INFORMATION AND COMMUNICATION TECHNOLOGY

82. Provision in ICT is **good**

Main strengths and weaknesses

- Pupils work very confidently at national average levels
- Teaching is good
- Resources for ICT are good and well deployed
- The use of ICT across the curriculum is good and is improving

Commentary

83. It was not possible to see many lessons of ICT during the inspection. Nevertheless, it is evident that pupils are attaining standards that are at least in line with national averages. Year 2 pupils have developed sound ICT skills. They combine text with graphics and learn to programme a robotic vehicle to travel along a predetermined course. They use the Internet to research topics,

such as Islam. They use charts and graphs to communicate information and model the work of artists such as Mondrian, using painting programmes. Their achievement across a wide range of activities is good. By Year 6 pupils have continued this good achievement. They improve their communication skills and are producing presentations about themselves using commercial software. They use email, and they use the Internet for research in a good range of subjects. They use spreadsheets to model information, though the modelling strand of ICT is not so well developed as the others. Many pupils make up for this deficit by using software at home that allows them to simulate real activities, such as football management and city development. They have a good awareness of the way that information is stored and used in databases. Their understanding of the ways in which computers are used to control devices is sound.

84. Teaching of ICT is good. Teachers have made huge efforts in recent years to develop their own skills. Most now make good use of the interactive whiteboards that have been installed. This is an effective way of grabbing the attention of pupils and providing a level of excitement that comes from the way that the medium can tap a wide range of resources. Whiteboards are used in good range of subjects, including mathematics and science. Teaching assistants make an effective contribution to the teaching of ICT and help to ensure that all pupils are challenged. When lessons are in the computer suite, both teachers and their assistants work around classes effectively giving advice and support that promote individual progress well. Relationships in the classroom are very good and pupils listen very well, wasting no time.

85. The headteacher is acting as subject coordinator and has been effective in bringing together a range of expertise among her team. This has enabled the improvement in the acquisition of ICT skills by teachers as well as pupils to be continued. She has a clear vision of the way it should be further developed and has made firm plans to convert that vision into reality. Resources are good.

HUMANITIES

86. Geography and history were not main focus subjects of the inspection; they were both sampled during the week. It was not possible to make overall judgements on the quality of provision in either subject.

Geography

87. Pupils' work seen in all years showed that it was of a similar standard to most other primary schools and their achievement was at least satisfactory and often good for younger pupils. In Key Stage 1, pupils make a good start in learning to use maps and plans to identify the human features of the local area. In the very good lesson observed, Year 2 pupils traced their own route to school on a photocopied map or on the interactive whiteboard. They described buildings they passed and noted other features, such as a post box or park. Teachers' planning shows good links between geography and many other subjects, including literacy, numeracy and ICT. The focus on map work in geography was reinforced, for example, by the choice of a literacy text about pirates and treasure maps. The subject leader is well established in her post and has a good grasp of where development of the subject has reached. She has a clear action plan for improving geography, including additional subject-specific training for herself, which she will then communicate to the rest of the staff.

History

88. Three lessons were seen during the inspection, all in Key Stage 2. Work analysed from pupils in both key stages was of at least satisfactory quality, as was the teaching and learning in the lessons observed. In the most effective lesson, the teacher had clear objectives for what the pupils should learn. She focused on key historical vocabulary related to Tudor clothing by displaying it on the board, and good questioning was used to check what pupils had learned. In another Year 5 lesson, pupils enjoyed learning about the history of the local area through their study of chain making. Here, the teacher had planned good literacy links with pupils using a Thesaurus to help them to choose words to describe what life was like for workers in the industry. There is no subject

leader currently in post. The deputy headteacher is overseeing the subject. Teachers' planning suggests that a satisfactory range of work is addressed.

Religious education

89. There was insufficient evidence to make an overall judgement about provision in religious education. Too few lessons could be observed during the inspection to come to any judgements regarding the quality of teaching and learning throughout the school. From other evidence it is clear that the school covers the requirements of the Locally Agreed Syllabus. The subject is well managed, and the coordinator makes sure that there is a good range of resources for religious education. Standards pupils attain are in line with the expectations set out in the Locally Agreed syllabus. Pupils achieve well. Younger pupils follow a course of study that gives them a sound awareness of some of the main stories and figures that are associated with two of the main religions in this country. Much of the work they do is not recorded and includes well planned opportunities for class discussions of matters that concern them such as self, family and caring for others. By Year 6, pupils are making good use of the Internet to research significant figures in religion. They develop a sound awareness of the major religions including Islam and Sikhism. They see that there is a rich diversity of religious expression in this country and they begin to form their own opinions about religious matters.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

90. Insufficient work was seen during the inspection to allow a judgement to be made about provision, standards, teaching and learning. The attractive work in art and design on display around the school contributes significantly to the learning environment. Pupils have used a wide range of materials to make pictures and models. The reception classes used collage to make imaginary creatures. Pupils in Year 3 made animal masks. In Year 5 pupils have studied the work of Clarice Cliff and have painted designs on ceramic tiles in her particular style. During the inspection this group of pupils used what they had learned in their study of this artist to simplify pictures in preparation for work in textiles. Throughout the school, there are good examples of the drawings pupils have done as a result of their detailed observation of flowers and other subjects.

Design and technology

91. It is not possible to judge provision fully because not enough lessons were seen. Displays of work show that pupils achieve well and that the appropriate curriculum is being taught. There is obvious development of skills and good follow-on from the Foundation Stage. The various stages of the design process are taught and pupils progress from simple designs, such as those for glove puppets to more complex moving toys using cams and levers, such as 'a life on the ocean wave' depicting a boat bobbing on the ocean. In a Key Stage 2 lesson seen where pupils were evaluating the use of different spreads to make a healthy, tasty sandwich, the development of appropriate evaluative language was good as pupils carried out a controlled tasting test. As pupils get older, evaluation of projects is more detailed, as they learn to draw up simple design briefs for photo-frames or moving vehicles, and prototypes are constructed to enable modifications to the design to be made. It is very rare to see a product evaluated as fit for its purpose, however, and this, together with greater use of ICT in design work, is an area for development.

Music

92. Provision in music is **good**

Main strengths and weaknesses

- Good teaching by well-qualified staff leads the others well
- Many pupils learn to play instruments
- Use of ICT enhances provision and standards

Commentary

93. Standards in music are average, but above average in singing, and pupils achieve well. In a lesson where Year 4 pupils were investigating how mood and emotion are conveyed by music, they recalled that a recurring theme or rhythm showed nostalgia. They identified instruments, and knew that *crescendo* means get louder, using *Rhapsody in Blue* as an example. Pupils wrote an ostinato, using the rhythm of the names of body parts, to play on un-pitched percussion.

94. Teaching and learning are good. Year 6 pupils were learning a new song about cats. The teacher set the scene by discussing the relationship between the music and the poem, and how music expresses the lazy ways of cats. Pupils joined in and vocabulary was expressive – *stretching, yawning, indolent*. The teacher had high expectations for accuracy and insisted on adhering to the beat; pupils showed good understanding of graphic notation, as Year 4 pupils had also done when it was introduced to them on the electronic whiteboard.

95. There is a good take-up of instrumental lesson by visiting teachers. Pupils learn to play the clarinet, flute, violin, guitar or drums. The school has no choir, but a woodwind ensemble of clarinets and flutes is good enough to lead the singing in assembly most days.

96. The good coordinator is knowledgeable and has improved music since the previous inspection by introducing a new scheme of work which teachers are happy to use. She uses free time when the reception classes are not in for a whole day (she is a reception teacher) to teach alongside others and impart expertise.

Physical education

97. It was not possible during the inspection to observe more than a few lessons and so no overall view of provision can be attempted. The planning of physical education is good. Teachers follow a useful scheme of work that prepares older pupils well for their transition to the senior school. There is a good record of continuous professional development for the staff in the subject and the coordinator has a good time allowance to monitor and evaluate teaching and learning in the subject. Swimming is good in the school. Over 90 per cent of pupils can swim 25 metres or more unaided by the time they leave the school. This is better than in most schools. Accommodation problems adversely affect teaching and learning: the playground is very small and also acts as a car park, there is no playing field, and the hall is too small to give adequate space for larger classes. Also, when it is raining, the practical physical education curriculum cannot be taught, since two classes are timetabled at once in this large school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
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	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	5
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
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).