

INSPECTION REPORT

MANOR PRIMARY SCHOOL

Coseley

LEA area: Wolverhampton

Unique reference number: 104328

Headteacher: Ms A Cliff

Lead inspector: Mrs A M Grainger

Dates of inspection: 8th – 11th March 2004

Inspection number: 256835

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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:	343
School address:	Ettingshall Road Coseley Bilston West Midlands
Postcode:	WV14 9UQ
Telephone number:	01902 556460
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Coles
Date of previous inspection:	13 th – 16 th July 1998

CHARACTERISTICS OF THE SCHOOL

Manor Primary School is situated in the south eastern corner of the area covered by Wolverhampton local education authority. Most of the pupils live close to the school where there is a mix of privately owned and rented accommodation. Twenty per cent of pupils are known to be eligible for free school meals, which is broadly average.

This is a popular school that is bigger than when it was last inspected and is now at full capacity. The school is above average in size with 315 boys and girls attending full-time and a further 55 part-time in the Nursery (343 full-time equivalent pupils). Although the Nursery has places for 60 children, the Reception Year has only 45. This means that 25 per cent of the children who attend the Nursery go on to attend other schools in the area. In past years there were spare places in the school. Because of this, an above average percentage of pupils in the older year groups have joined the school other than at the start of their primary education.

Most pupils are white and about 15 per cent are from a variety of minority ethnic backgrounds. Most pupils from minority ethnic backgrounds are of Asian or Asian British (Indian) origin. A few are at an early stage of learning English as an additional language. Eight per cent of pupils have special educational needs, which is below the national average. However, these pupils are not evenly distributed throughout the school. In Year 3, for example, 16 per cent of pupils have special educational needs. Most pupils with special educational needs have moderate learning difficulties. Taking the intake as a whole, children's attainment on entry to the school is below average. Children start in the Nursery at the beginning of the term after their third birthday. There are two intakes to the Reception Year, one in September and one in January.

The school has three achievement awards, one for improvement in the National Curriculum test results and two for excellence, the most recent of which was awarded in 2003. It also has a local education authority platinum award for governors' self-review.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20782	Mrs A M Grainger	Lead inspector	English, music, English as an additional language
9537	Mr S Hussain	Lay inspector	
23610	Mrs J Denton	Team inspector	Areas of learning in the Foundation Stage, religious education
20010	Mr J Sangster	Team inspector	Mathematics, information and communication technology, design and technology, physical education
20706	Mrs B Toth	Team Inspector	Science, art and design, geography, history, special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Manor Primary School provides a good education for its pupils and has many very significant strengths. Pupils achieve well in relation to their below average attainment on entry. Standards in all subjects are at least average in the present Year 6, and are above average in mathematics and information and communication technology (ICT). Teaching and learning are good throughout the school. Leadership and management are very good, and the school gives good value for money.

The school's main strengths and weaknesses are:

- The good start given to children in the Nursery and Reception Year in all the areas of their learning.
- Effective teaching and a good range of learning opportunities in Years 1 to 6 in English, mathematics, science and ICT, which result in pupils achieving well.
- Very good provision for pupils' personal development resulting in very good attitudes, behaviour and relationships.
- A very wide variety of activities additional to lessons, including clubs, visits out and visitors to school.
- Not enough attention is given to the development of pupils' subject specific knowledge, understanding and skills in geography and history in Years 1 to 6 and in art and design in Years 5 and 6.
- The very clear educational direction provided by the headteacher, which leads to effective teamwork by staff and governors.
- Good care for pupils' personal well-being and the very good value given to their views.
- Very effective partnership with parents, the community and other schools.

Improvement since the school's last inspection in July 1998 is very good. All the issues identified as requiring improvement have been dealt with effectively. Good progress has been made in raising standards of literacy and numeracy throughout the school, and in improving pupils' competence in swimming. The involvement of the governing body has developed very well and it is now good. The growth in the partnership with parents, other schools and the community is excellent, and these partnerships now give very effective support to pupils' learning. The strengths identified at the last inspection have been maintained, for example in the standards of pupils' attitudes and behaviour. The school is continually striving to improve further.

STANDARDS ACHIEVED

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

Key: A - very high; 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.

Pupils' achievement is good. The school has maintained consistently high results in the National Curriculum tests for the last three years, a considerably better situation than at the last inspection. The school's results have been in the top five per cent when compared with those achieved by similar schools. Although standards are not as high in the school work of the present Year 6, this

does not indicate any change in the quality of the school's provision. It simply reflects the natural variation found in year groups of pupils. The present Year 6 has fewer pupils working at a level above that expected of most pupils of this age and this reduces the overall level of standards. Currently Year 6 standards are above average in mathematics and ICT, and average in English and science.

The National Curriculum test results at the end of Year 2 in 2003 were above the national average in mathematics, but below average in reading and writing. The standards of work in Year 2 now are also above average in mathematics. In reading and writing, present standards are higher than indicated by the tests and are average. This improvement is a direct consequence of action taken by the school to improve provision and raise standards.

ICT standards are at the level expected nationally in Year 2 and above the nationally expected level in Year 6. Pupils' work in religious education is at the level expected by the locally agreed syllabus. In all other subjects, or aspects of subjects for which sufficient evidence was gathered to make a judgement, standards are as expected nationally in Years 2 and 6. The only exception is in geography in which standards are below the expected level in Year 6. Although achievement is good in English, mathematics, science and ICT, and satisfactory overall in other subjects, it is only just adequate in art and design in Years 5 and 6, and in geography and history in Years 1 to 6.

Children in the Nursery and Reception Year achieve well in all areas of learning, and very well in the specific area of personal, social and emotional development. Almost all children are on course to reach the nationally expected standards at the end of the Reception Year and a few are likely to exceed these standards.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. This very effective provision begins in the Nursery and Reception Year. Almost all children in the Reception Year are on course to exceed the standards expected nationally at the end of the school year in personal, social and emotional development. In all other year groups, pupils are very enthusiastic about school, keen to learn and behave very well. They get on very well with each other and with the adults in school. Although attendance is just below the national average, the school is working very hard and with success to improve it.

QUALITY OF EDUCATION

The overall quality of education, including the teaching, provided by the school is good. The range of learning opportunities in lessons is good in the Nursery and Reception Year and results in good achievement. In Years 1 to 6, although the range of learning opportunities in lessons is satisfactory overall, the provision for art and design in Years 5 and 6, and in geography and history in Years 1 to 6 is only just adequate. However, in English, mathematics, science and ICT the provision is good and pupils' learning is effective. A very good range of activities enriches the curriculum and extends the opportunities available to pupils.

There is good care for pupils and very good account is taken of their views. The partnership with parents, the community and other schools contributes very effectively to pupils' education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The teamwork of all staff and governors, together with the very clear educational direction provided by the headteacher, has resulted in very significant improvement since the last inspection. The school successfully reviews its effectiveness and is aware of where further improvements are needed. However, because of recent areas of significant focus, this is more effective in relation to English, mathematics, science and ICT provision than in other subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very happy with the school. Parents appreciate the improvements made since the last inspection and welcome the school's partnership with them.

IMPROVEMENTS NEEDED

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

- Review and develop the provision in geography and history in Years 1 to 6 and in art and design in Years 5 and 6 to ensure that subject-specific knowledge, understanding and skills are given greater emphasis.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement overall is good. Standards in the present Year 6 are above average in mathematics and information and communication technology (ICT), and average in English and science. Science standards are above average in Year 2. In almost all other subjects, standards are average in Years 2 and 6.

Main strengths and weaknesses

- Children achieve well in the Nursery and Reception Year. Standards are average in the Reception Year in all areas of learning, except in personal, social and emotional development in which they are above average.
- This good start is built on well with further good achievement in Years 1 to 6 in English, mathematics, science and ICT.
- Whilst achievement in other subjects is satisfactory overall in Years 1 to 6, it is only just adequate in art and design in Years 5 and 6 and in geography and history in Years 1 to 6.

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

Standards in:	School results	National results
reading	14.9 (16.4)	15.7 (15.8)
writing	14.2 (14.5)	14.6 (14.4)
mathematics	17.0 (16.3)	16.3 (16.5)

There were 45 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	28.7 (28.5)	26.8 (27.0)
mathematics	29.8 (28.5)	26.8 (26.7)
science	30.3 (29.6)	28.6 (28.3)

There were 44 pupils in the year group. Figures in brackets are for the previous year.

Commentary

1. Pupils' results in the National Curriculum tests at the end of Year 6 in 2003 were well above the national average in English, mathematics and science. Compared with the results achieved by schools whose pupils attained similarly in Year 2, pupils' performance was in the top five per cent of schools. These very good results have been sustained for the last three years. In all three subjects, they are much better than in 1998 when the school was last inspected. Over the last five years, the trend of improvement in the school's results has been above that found nationally.
2. Standards currently in the work of the present Year 6 are not as high as indicated by the test results in recent years, and are above average in mathematics, and average in English and science. In speaking and listening, an aspect of pupils' work in English, standards are above average. The difference between the standards of work now in Year 6 and the test results in recent years is simply a reflection of the natural variations found in year groups of pupils. It is

not a result of any change in the quality of the school's provision. Pupils now in Year 6, including those with special educational needs and those for whom English is an additional language, are achieving well in relation to their previous knowledge, understanding and skills. There are fewer pupils in this particular year group, compared with last year's Year 6 for example, who are capable of working at a level above that expected of most pupils of this age.

3. The results of Year 2 pupils in the 2003 National Curriculum tests were below the national average in reading and writing and above average in mathematics. Since the last inspection, there has been a steady trend of improvement in the mathematics results, and the standards in the present Year 2 are also above average. However, in reading and writing, with the exception of 2002, the results have been persistently below, and sometimes well below, the national average. The school has worked hard to raise standards in reading and writing through reviewing and developing the teaching and learning opportunities in these key areas. This is proving successful and standards in the present Year 2 are now average. As in Year 6, standards of speaking and listening are above average.
4. In 2003, teachers assessed pupils' performance in science at the end of Year 2 as above average. Standards in the work of Year 2 pupils now are also above average, which is an improvement since the last inspection. As in Year 6, the achievements of all pupils, including those with special educational needs and those learning English as an additional language, are good in Year 2 in English, mathematics and science. Throughout the school, boys and girls achieve equally well.
5. Pupils' competence in ICT is as expected nationally in Year 2 and above the nationally expected standard in Year 6. Standards are higher now in Year 6 than at the last inspection and pupils' achievements are good throughout Years 1 to 6 in this important area. This improvement results from the effective use resources, which are now very good, and developments in teaching.
6. Standards in religious education are as expected in the locally agreed syllabus in Years 2 and 6, and pupils' achievements are satisfactory. In all other subjects, in the aspects for which enough evidence was collected to make secure judgements, standards are as expected nationally in Years 2 and 6, except in geography. In geography, standards are below the nationally expected level in Year 6. Pupils' achievements throughout Years 1 to 6 in geography and history, and the achievements of Year 5 and 6 pupils in art and design, are only just adequate.
7. Overall, in Years 1 to 6, pupils' achievements are better in the subjects in which there has been the most focus on checking and improving provision. Whilst strategies are in place for checking the provision in all subjects, they are much better established in English, mathematics, science and ICT than in other subjects. The roles of subject leaders in other subjects, although satisfactory, are undergoing development to bring about wider improvement across the subjects.
8. No overall judgements are made for standards in design and technology, physical education and music in Years 2 and 6. However, teachers' records indicate that standards in swimming are good and considerably improved since the last inspection.
9. Children get off to a strong start in the Nursery and Reception Year and achieve well in all areas of learning. In personal, social and emotional development, their achievement is very good. Almost all children are on course to reach the standards expected nationally at the end of the Reception Year and a few are likely to exceed them in communication, language and literacy, mathematical, creative and physical development, and in knowledge and understanding of the world. In personal, social and emotional development, almost all children in the Reception Year are already at the level expected for the end of the school year. Overall standards in the Reception Year are similar to those found at the last inspection. However, children's achievements are better in relation to their attainment on entry.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their personal development, including their spiritual, moral, social and cultural development, is also very good overall. Attendance is just below the national average.

Main strengths and weaknesses

- The school monitors and promotes good attendance very well, with the result that the attendance rate is rising.
- It promotes good relationships including racial harmony very effectively and pupils form very good relationships with others.
- The school sets high standards for attitudes and conduct and works particularly hard to achieve them.
- Personal development is very good overall.

Commentary

10. Children in the Nursery and Reception Year respond very well to the clear expectations of staff and the well-established routines. They settle quickly into school and it is here that the strong foundations are laid for children's very good attitudes and behaviour. The very good provision for their personal, social and emotional development helps them to understand their feelings, to distinguish right from wrong, and to form positive relationships with each other and with the adults who help them.
11. Pupils in all year groups enjoy school life and work very hard. They show very good levels of interest in lessons and other activities. For example, in a Year 1 physical education lesson they listened and concentrated very well as they developed sequences of movements using various equipment. In lessons in the computer room, learning often proceeds at a very good pace not only because of effective teaching but also because of pupils' eagerness to improve their skills. Discussions with older pupils confirm their very good attitudes and enthusiasm. Pupils not only enjoy school life but they are very appreciative of the efforts of all the adults who contribute to their learning and who give them personal support.
12. The pupils are very friendly and polite towards others, and are very well mannered. They behave very well in lessons, in assemblies, as they move around school and at break times. Parents are very happy with the standards of behaviour, which are maintained as pupils leave the school premises at the end of the day. They appreciate the effective way in which the school deals with any incidents of unkindness. No pupil has been excluded from school since the last inspection.
13. The race equality policy is very effective and is a particular example of the school's commitment to valuing and involving all pupils at all levels. Pupils make very strong friendships and are quick to offer help to others. In lessons they listen to each other's views positively and respect each other's feelings, values and beliefs very well. Responsibilities on offer give very good opportunities for pupils to develop their confidence and self-esteem.
14. The school nurtures pupils' personal development very well. Assembly themes, personal, social and health education lessons, 'circle times' when pupils sit together in a circle to discuss matters of importance to them, and religious education lessons all combine to provide very effective personal development. There is good provision for pupils' spiritual development particularly through assemblies, and very good moral, social and cultural development.
15. Assemblies and many religious education lessons provide good moments for reflection, allowing pupils to develop their self-knowledge and spiritual awareness. Pupils successfully

learn about their own feelings, the beauty of the natural world and the inspirational nature of human achievement. They have learnt principles that enable them to distinguish right from wrong. For instance, in a Year 6 personal, social and health education lesson, pupils suggested many very good rules about the way people and property should be treated in the playground.

16. Pupils enjoy contact with a wide cross-section of society through many visits and visitors and this contributes very well to their social development. Staff provide very good role models. Pupils have many opportunities to appreciate different cultures around the world and their own cultural heritage. For instance, they have learnt about life in Britain since the 1950s. Theatre groups give performances at school on various themes. Visits include places such as the Black Country Museum. Thematic days such as 'India' and 'carnival' and references in religious education to faiths such as Rastafarianism prepare pupils very well for life in a multicultural society. The provision for pupils' personal development and the very good attitudes, behaviour and relationships that result, contribute much to the effectiveness of pupils' learning.
17. Attendance is just below the national average and is rising because of the school's very strong procedures for monitoring and promoting attendance. A very high proportion of the absence in the last school year was health related. Punctuality has improved since the last inspection and it is now good. Rewards are very well used and the school works very closely with the educational social worker.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.4
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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	304	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	7	0	0
Asian or Asian British – Indian	34	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – any other Black background	2	0	0
No ethnic group recorded	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is good. This is because teaching is good and there are many good features to the range of learning opportunities, which ensure that pupils achieve well, even though aspects of the curriculum require improvement. There are significant strengths in the care for pupils and in the way in which the school works in partnership with parents, other schools and the community to support pupils' learning.

Teaching and learning

Teaching, pupils' learning and assessment are good throughout the school in the key subjects of English, mathematics, science and ICT. In the Nursery and Reception Year, teaching, learning and assessment are effective in all aspects of the curriculum.

Main strengths and weaknesses

- Teaching meets children's needs well in the Nursery and Reception Year, ensuring that they get off to a good start and reach standards that are at the level expected nationally for their age.
- Effective teaching in Years 1 to 6 builds well on this good start and ensures that achievement is also good in Years 1 to 6 in the key areas of English, mathematics, science and ICT.
- In most lessons, teachers very successfully engage and motivate pupils and ensure that learning proceeds at a good pace, with activities well matched to differing needs.
- In geography and history in Years 1 to 6 and in art and design in Years 5 and 6, work does not always provide sufficient challenge for all pupils or ensure that they reach their full potential.

Commentary

Summary of teaching observed during the inspection in 55 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6 (11%)	28 (51%)	19 (34%)	2 (4%)	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.

18. Teaching and learning are good overall throughout the school, as at the last inspection. Effective teaching meets children's needs well at the start of their education in the Nursery and in the Reception Year. Overall, teachers continue to meet pupils' needs well in English, mathematics, science and ICT throughout Years 1 to 6 and this results in good achievement. There is effective use of assessment in these key subjects.
19. In the Nursery and Reception classes, the amount of adult involvement in children's learning successfully strikes a balance between the development of children's independence as learners and their acquisition of specific knowledge, understanding and basic skills. In role-play, and in many other activities, adults interact with children to develop their speaking and listening skills. In this way, they quickly compensate for the below average language skills of a significant number of children on entry to the school. Teachers give effective attention to basics such as letter formation and work with numbers and counting, and children's learning in these areas is good. However, there are not always enough opportunities for children to work independently of an adult on their letter formation. Activities that children undertake without direct adult supervision are not always tightly enough focused to reinforce the learning that takes place during direct teaching.
20. Activities in the Nursery and Reception classes engage and motivate children, so fostering curiosity and an eagerness to learn. Enquiry and investigation are encouraged and promoted well. This is evident, for example, in the topics that develop children's knowledge and

understanding of the world. Very good teaching and learning in personal, social and emotional development are underpinned by adults' high expectations of children's attitudes and behaviour. The foundations of pupils' eagerness to learn are laid firmly at this early stage in their education.

21. The good attention to the promotion of speaking and listening skills is maintained in Years 1 to 6, resulting in standards in this area that are above average. In Years 1 and 2, drama strategies are used particularly effectively. The strategy of 'talk partners' to encourage pupils to share ideas in pairs in lessons is well used by all teachers, so developing confidence in one-to-one communication. The use of this good approach across many subjects also helps to develop knowledge and understanding, for example of what might happen during a scientific investigation or of why a character acted in a particular way in a story.
22. Teachers pay good attention to the development of literacy, numeracy and ICT skills across a wide range of subjects. This is an improvement since the last inspection although there are still occasions when, for example, opportunities are missed to develop pupils' competence in spelling, as in a Year 5 ICT lesson. Teachers are confident in their use of new technologies to support pupils' learning. The interactive whiteboards in classrooms in Years 3 to 6, for example, are used well and contribute to a good pace of learning. In mathematics lessons, for example, the correct mathematical vocabulary is displayed instantly when required. There is good and frequent use of computers in lessons, for example to consolidate learning in English or for enquiry in science.
23. Most lessons are well planned and teaching assistants are effectively deployed to support the learning of pupils with special educational needs and those who are lower attaining. Good attention is paid to the needs of pupils with English as an additional language who achieve as well as other pupils as a result. However, there are occasional examples of insufficient challenge for higher attaining pupils, for example in mathematics and science.
24. Although the planned lessons for geography and history show appropriate attention to the development of knowledge, understanding and skills, in practice there is not a sharp enough subject focus. In a Year 1 geography lesson, for example, the literacy focus took over the main place and reduced the learning in geography. Time is not used as well in geography and history lessons as in many other subjects. There are also some weaknesses in art and design, for instance in teachers' use of sketchbooks to promote learning and in the expectations of what pupils in Years 5 and 6 are capable of achieving. The use of assessment to meet pupils' differing needs, while satisfactory, is not as well established in these subjects as in others such as English and mathematics.
25. Throughout the school, marking is undertaken conscientiously. Often clear guidance is given to pupils as to how they might improve their work, although this is not always the case. As at the last inspection, not all teachers pick up well enough on errors in spelling and punctuation, and sometimes handwriting is allowed to slip in Years 1 and 2. The use of homework is better now, and is good.

The curriculum

The breadth of learning opportunities in lessons is satisfactory overall in Years 1 to 6, and it is good in the Nursery and Reception Year. A very good range of activities, including clubs, visits and visitors to school, enriches the curriculum. The accommodation is good and the resources to support pupils' learning are very good.

Main strengths and weaknesses

- The school is highly committed to ensuring equality of access to learning for all pupils and promoting pupils' personal, social and health education.
- Very good opportunities are provided to enrich pupils' learning during and outside the school day with visits, visitors and out-of-school clubs.

- In geography and history in Years 1 to 6 and in art and design in Years 5 and 6, not enough attention is given to the development of pupils' subject-specific knowledge, understanding and skills.
- Resources to support pupils' learning are very good and the good accommodation is used well.

Commentary

26. The learning opportunities in the Nursery and Reception classes are well planned from national guidelines to meet the needs of all children. The curriculum ensures effective teaching and the provision of a good and stimulating range of activities for all children, including those with special educational needs or English as an additional language. There is a good focus in the planned activities on the development of children's speaking and listening skills because many enter school with low attainment in this area. Both the indoor and outdoor environments are used well to promote learning. Strengths found at the last inspection have been maintained and improved upon.
27. The school provides a satisfactorily broad range of learning opportunities for pupils in Years 1 to 6. These are appropriately based on the National Curriculum and the locally agreed syllabus for religious education. The curriculum planning in English, mathematics, science, ICT and religious education ensures secure acquisition of knowledge, understanding and skills. However, not enough attention is given to the consistent development of knowledge, understanding and skills in geography and history in Years 1 to 6, and in art and design in Years 5 and 6. For example, the attention to the development of skills of geographical and historical enquiry is barely adequate. The good attention given to widening literacy skills in these subjects has enhanced pupils' understanding, but it has detracted from other aspects of work. Overall, good and much improved emphasis is given to the development of pupils' competence in using literacy, numeracy and ICT across the subjects.
28. The school is very committed to ensuring equality of opportunity for all pupils in lessons and in the other activities that enrich the curriculum. Pupils with English as an additional language or special educational needs are supported well with work matched to their individual targets and assessment plans. Children in the Nursery and Reception Year are well prepared for the start of the National Curriculum. Pupils in Year 6 are well prepared for the work they will do at secondary school.
29. The very good programme for personal, social and health education ensures a secure but sensitive approach to sex education and the development of pupils' awareness of the dangers of drugs, solvent and alcohol abuse. Pupils are very well prepared to make lifestyle choices to help them develop towards mature citizenship. This aspect of the curriculum has improved well since the last inspection.
30. There is very good provision for pupils to take part in clubs outside of the school day. These include a range of sports, French and art clubs and are well attended and enjoyed by pupils. There are many organised activities involving visitors to the school, such as drama groups, and a range of visits out for cultural, religious and social development. These include a residential visit by Year 6 pupils to Westward Ho!, and visits to places of worship and museums.
31. Resources to support pupils' learning have improved since the last inspection and are now very good. The school no longer has to rely on a local education authority loans service, for example, for religious education. There are sufficient teachers and support staff to match the numbers of pupils, but teachers do not always have support in lessons for major parts of the curriculum, such as in mathematics. Sometimes this affects the extent to which pupils have opportunities to improve on their learning. The accommodation is good. It allows for all subjects and areas of learning to be taught efficiently. The newly refurbished outdoor classroom for children in the Nursery and Reception Year supports learning well. Good use is made of display to improve the environment and stimulate learning, which is an improvement since the last inspection.

Care, guidance and support

Overall, the school provides good care for pupils' welfare, health and safety. It gives pupils very good support, advice and guidance and involves them very well in aspects of the school's work and development. Consequently, pupils are happy and are able to learn and achieve well.

Main strengths and weaknesses

- Very good arrangements help pupils new to the school to settle in smoothly and very quickly.
- There are very good arrangements for child protection.
- Pupils have very good, trusting relationships with adults in school.
- The school has very strong arrangements to seek, value and act on pupils' views.

Commentary

32. Children joining the Nursery or Reception classes are sensitively introduced to the school and helped to settle in very well. They have the chance to take part in several sessions with their prospective class before they start school. There is also very good support for older pupils who join other than at the normal time. The allocation of a 'buddy' in the class to help them settle in is a particularly good example of this support.
33. The school's designated officer for child protection and another member of staff are well trained. There are very good arrangements to inform staff about the school's policy and procedures, and all staff are aware of their need to be vigilant. They understand what they should do if they have concerns. Accident and emergency procedures are good. Risk assessment is undertaken as required for general health and safety matters and governors are well involved in this. The school devotes considerable financial resources to remedy potential hazards to health and safety and manages problems well. External agencies make a good contribution to raising awareness about health and safety. The school has dealt effectively with the safety issues raised at the last inspection.
34. There is a very strong family ethos in the school and very good relationships at all levels. Almost all pupils replying to the pre-inspection questionnaire feel that there is an adult they can go to if they are worried about anything. Staff work very well together to advise and support pupils in their personal development as well as in their academic work. Information is used effectively to monitor progress in the key subjects of English, mathematics, science and ICT.
35. The school works very effectively with specialist support agencies. For example, the educational psychologist, behaviour support service and various therapists are engaged to meet particular needs. A learning mentor also attends the school for one day each week to help to resolve barriers to learning. This illustrates the school's approach to supporting the learning of all pupils.
36. There are many opportunities for pupils to make their views known to staff and become involved in influencing the life of the school. A broad-ranging questionnaire is issued to all pupils each year and there are other opportunities. For example, pupils talk with subject leaders about their work. The school listens to its pupils and takes many of their suggestions on board. For example, play equipment has improved and computers are now used much more in religious education following pupils' comments about teaching methods. All the strengths found in the care for pupils at the last inspection have been maintained and they have been built on further.

Partnership with parents, other schools and the community

There are very good links with parents and the community, including other schools and colleges. These factors make a significant contribution to pupils' learning and achievement.

Main strengths and weaknesses

- The school involves parents very well by seeking, valuing and acting on their views.
- Parents are provided with very good information.
- Parents make a very good contribution to their children's learning at school and at home.
- The school has established many links in the wider community that enrich pupils' learning.

Commentary

37. The school has made remarkable improvement since the last inspection in its partnership with parents and the community. It has an 'open door' policy and welcomes parents as partners in the education of their children. The headteacher and staff are always happy to meet with parents to discuss any suggestions, concerns or complaints. At the end of the school day, for example, the headteacher is frequently available to parents on the school yard.
38. The school provides very good information to parents about its policies, aspects of provision and their children's standards and progress. Parents are given appropriate information about the curriculum, topics of study and how they can support their children's learning. For example, two curriculum information workshops are held in each school year. There are many opportunities for parents to consult with teachers about their children's progress. Pupils' annual reports give a very helpful pen picture of how well they are doing in their subjects, their progress in their personal development, and what they need to do to improve further.
39. The school makes excellent provision to enhance parental involvement in their children's learning in partnership with Wolverhampton College. For example, current parents' courses held in school include computer skills, 'share' (a course designed to help parents develop their children's literacy) and 'on the way to school'. In the last school year special courses were provided in hearing impairment and also French.
40. The parents' and teachers' association, the 'Friends of Manor School', works very hard in organising many social and fund-raising events. Money raised is used to improve learning resources. For example, the group has bought much equipment for physical education and has also contributed towards the purchase of interactive whiteboards for classrooms. Many parent helpers give their time generously to the school. For example, they listen to readers, support groups in lessons, and help with homework and games clubs after school.
41. Links in the community include Woodcross Playgroup, businesses, universities and colleges. The link with St Mary's Church makes a very good contribution to personal development and religious education. Pupils visit various places of worship including mosques, temples and synagogues. Many visitors lead activities and give talks for pupils. For instance, the police and fire services run sessions called 'key skills' to focus on citizenship and dealing with emergencies. Several sports clubs and organisations provide skills coaching for pupils.
42. Very good educational links exist with Parkfield and Coseley High Schools. Teachers from these schools often lead lessons in subjects such as French, physical education, geography and history. Bridging projects also operate in literacy and numeracy allowing pupils to start work on a topic in the primary school and continue it at secondary school. There are very good mechanisms in place for the transfer of pupils to secondary schools. The school puts much back into the community, for example by fund-raising for charities and good causes.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall, particularly the direction provided by the headteacher. Governance is good.

Main strengths and weaknesses

- There is very effective teamwork based on a shared vision, clarity of purpose and a determination to improve.
- The headteacher provides a very clear educational direction and is very ably supported by the deputy.
- Governors have a very good understanding of the school and are strongly involved in its continuing improvement.
- Leadership and management of English, mathematics, science and ICT are well established and effective.
- Although leadership and management of other subjects are satisfactory, monitoring the effectiveness of the teaching and the curriculum is still at a developmental stage and is not fully effective.

Commentary

43. The school has made very good progress since its last inspection in 1998. Good progress has been made in raising standards of literacy and numeracy throughout the school, and swimming standards have also been improved as required. The strategic role of the governing body has developed very well. Excellent progress has been made in improving the partnership with parents and the wider community. Not only have these very significant improvements been made, but also the strengths found at the last inspection have been maintained, such as in pupils' very good attitudes and behaviour. All of this has been achieved through the focused teamwork of the whole staff and governors. The school is constantly seeking to improve its provision.
44. The headteacher provides very good leadership for the school and ensures full involvement of all staff and governors. Her clarity of vision and sense of purpose are excellent. She is firmly focused on providing the best for the pupils and has very strong support from the deputy. The partnership of headteacher and deputy is a significant force in the development of the school. The success of this is evident in the excellent support of new staff, including temporary and newly qualified teachers, who are quickly integrated into the staff team.
45. The leadership and management of the key subjects of English, mathematics, science and ICT are well established. The subject leaders work closely with the headteacher and deputy to ensure that the provision promotes good achievement. The roles and responsibilities of other subject leaders are less well established but, nevertheless, are clear and satisfactory overall. The school recognises the importance of developing these roles in order to improve provision in subjects such as art and design, geography and history. It is making good use of national initiatives to support this, such as the National College of School Leadership programme, 'Leading from the Middle'. Good procedures are in place to support the subject leaders in checking and improving provision across all subjects. However, they are not yet sufficiently established to be fully effective in checking provision except in English, mathematics, science and ICT. Special educational needs provision is well managed.
46. Governors now have a very good understanding of the school's strengths and weaknesses and have a high profile in the school. They make a good contribution to shaping the vision and direction of the school and work in partnership with senior staff. A good level of challenge and support is provided for senior staff, particularly by the chair of governors who is frequently in school.

47. Very good approaches to financial management help the school achieve educational priorities. The headteacher provides very detailed information about financial performance and expenditure to the governors. This enables them to monitor the budget very well. The school improvement plan is also very detailed including much information about the school's priorities and related costs. Governors are well involved in setting budgets linked to school improvement planning.
48. Governors and staff have a good understanding of 'best value' principles and insist on these in the purchase, management and use of resources. Major and minor items of need are carefully considered in terms of how well they will provide for pupils and their parents, and also in terms of their value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	764254
Total expenditure	748183
Expenditure per pupil	2327

Balances (£)	
Balance from previous year	14039
Balance carried forward to the next	30110

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

49. There are 60 places in the Nursery and 45 in the Reception classes, which means that not all children who attend the Nursery continue their Foundation Stage education in the Reception Year. Only a few children enter the Reception classes who have not attended the school's Nursery. Taking the intake as a whole, children's attainment on entry to the Nursery is below average across all areas of learning in relation to the expectations for their age, particularly in speaking and their development of language.
50. Good teaching ensures that by the time they reach the end of Reception Year, children achieve well in all areas of learning. In the specific area of personal, social and emotional development, their achievement is very good. Overall standards in the Reception Year are average in relation to the national expectations for children of this age, although they are above average in personal, social and emotional development. Children's rate of progress is better now than at the last inspection. All the strengths in provision found at that time have been maintained and built on. The good teaching provided by teachers and nursery nurses is ably supported by qualified volunteers in both the Nursery and Reception classes, which adds to children's achievement.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff ensure that children gain in confidence and independence throughout their time in the Nursery and Reception classes.
- Very good relationships between adults and children play a very significant part in developing children's understanding of basic rules and working together.
- Teachers very effectively promote children's knowledge and understanding of feelings and consequences of actions.

Commentary

51. The overall quality of teaching and learning is very good. As a result, almost all children are already achieving the standards expected nationally at the end of the school year. It is likely that most will exceed these standards by the end of the term. From the moment they start in the Nursery, children are encouraged to take responsibility and show independence. This is developed very well through a range of supervised and free choice activities and routines. Children know what is expected of them and, because of this, they settle well, and feel valued and part of a group. They feel important as, for example, they put straws into the milk in the Nursery, take the register to the office, or show a younger child how to use a piece of equipment.
52. Staff provide very worthwhile activities and clear guidance to help children develop understanding of rules for work, play and handling equipment safely. As a result, children quickly become aware of the difference between right and wrong behaviour in a variety of situations. Opportunities to talk to a partner, or take turns on a shared piece of work, enhance children's relationships with each other. All adults are good role models for behaviour towards others. Polite requests and guidance from staff ensure that children know how and why to tidy up quickly at the end of a session.

53. Very good exploration of emotions in 'circle time', when children sit in a circle to share their thoughts, gives children good opportunity to recognise and express their feelings. For instance, in the Reception Year, children talk about "what makes me angry?" They are gaining clear ideas about how to handle conflict and are quickly developing patience. They work calmly at their tasks and show care for each other and for the adults around them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers provide good opportunities to promote and develop children's language and speaking skills.
- Some stimulating and imaginative activities are used well to promote reading and the learning of letter sounds.
- The children make good progress in developing writing skills in direct teaching, but follow-up independent focused practice is not consistently provided.

Commentary

54. Teaching and learning is good in this area so that children achieve well, including those with special educational needs and those for whom English is an additional language. Almost all children are on course to reach the standards expected nationally at the end of the Reception Year and a few are likely to exceed these standards.
55. All children increase their range of vocabulary and fluency of speech at a good rate. For example, role-play situations in the Nursery, which have good involvement of adults, ensure children learn names of regularly used objects. This is built on well in the Reception classes, where new words are explained in stories and imaginative play situations. Every opportunity is taken to promote speaking and listening skills in both whole-class and group activities. All adults make good use of focused questions and provide and clear introductions to activities to increase children's vocabulary.
56. Staff make very good use of large books to introduce stories, and involve children in gaining awareness of repetitive phrases to help them to follow words on a page. They also make good use of the books to introduce letter sounds, so that children are able to find words beginning with a particular letter, and those who are higher attaining progress to finding end letter sounds. A good range of storybooks and masks in the Nursery helps children to develop skills in re-telling a story.
57. Children in the Nursery and Reception Classes are given a wide range of opportunities to write unaided in focused activities, such as when writing a postcard, or making captions for a story sequence and writing their names. Role-play situations provide them with good opportunities to make lists and cards, take messages or write invitations. How to hold pencils and pens of different thickness is well taught. The teaching of letter formation is very thorough and children are given good opportunities to copy on whiteboards and later use the letter sound in an activity. However, opportunity to practise the shape later is not consistently provided as a follow-up to reinforce the learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Well-planned activities ensure that children make good progress in counting and sequencing numbers and values.
- Mathematical language is taught well so that children easily talk about shape and measurement.
- Occasionally, children's progress is slowed in activities without direct adult support.

Commentary

58. The overall quality of teaching and learning is good and well matched to the differing needs of children. As a result, children achieve well and almost all are on course to achieve the nationally expected standards at the end of the Reception Year. A few are likely to exceed these standards.
59. In the Nursery, activities such as registration, role-play and choosing toys in the outdoor environment are used effectively to constantly reinforce counting and recognition of numbers and values. This is usually well extended through focused play and recorded activities in the Reception classes. As a result, almost all children recognise numbers to 10 and higher attaining children recognise bigger numbers. However, in activities that children work on without direct adult involvement, they do not progress as well in reinforcing their learning because the activities are not as tightly focused as when direct teaching takes place. A good level of challenge is provided for higher attaining children who are, for example, encouraged to count from a given number and add on more. As a result, they become competent at adding together two numbers and subtract by removing or crossing out. Correct formation of numbers is well taught, so that children develop good recording skills.
60. Very good attention is given to children who have special educational needs or English as an additional language, to ensure they acquire the language of mathematics and have practical help where needed. The good promotion of mathematical language results, for example, in children confidently naming simple two-dimensional shapes and matching them to everyday objects in the environment. Continual dialogue between adults and children in well planned and practical tasks ensure that children successfully develop the vocabulary for size, length, capacity and position, when exploring sand, water and role-play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good range of topics allows children to investigate and ask questions.
- Good opportunities are provided for children to investigate how things are made.
- Computers are used well to support learning.

Commentary

61. Children achieve well and almost all are on course to reach the nationally expected goals at the end of the Reception Year. A few are likely to exceed these goals. The quality of teaching and learning is good, although there are sometimes missed opportunities to develop learning in activities without direct adult supervision. Children readily ask questions because the interesting topics encourage curiosity. Focused questions encourage children to investigate. For example, they use sight, taste, smell and touch when investigating a wide range of fruit. Children have

good opportunities to explore cultural traditions through varied activities such as acting out the celebration of a wedding, making divas for Diwali, trying on Asian dress, presenting the Nativity, and cooking noodles and using chopsticks for Chinese New Year.

62. Through examining the outside and inside of old watches, making models and labelling parts of houses, children make good progress in understanding how objects are joined together. A study of the local area has introduced them to some tools and materials needed to build a house. Good opportunities to build and join materials in both the Nursery and Reception classes promote children's ability and knowledge to choose the most appropriate way of construction, using glue, fasteners, magnets and tape.
63. Teachers make good use of computers across all areas of learning, such as in reading, writing, sound work and mathematical development. As a result, children confidently use them to follow stories, develop letter sounds and manipulate shapes. They write their own labels for their pictures and models of houses, such as 'rf' for 'roof' and 'dr' for 'door'. The higher attaining children correctly spell some words.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The children benefit from a new safe and developing outdoor environment, as well as the hall, for physical activities.
- Good teaching develops the safe use of a range of tools for a variety of purposes.

Commentary

64. Children achieve well because the quality of teaching and learning is good. Almost all are on course to achieve the nationally expected standards at the end of the Reception Year, and a few are likely to exceed these standards.
65. The new outdoor environment provides children with good opportunities to practise developing skills in the safe use of wheeled toys, climbing on apparatus, and throwing, catching and kicking balls. Although well supervised by adults, there are occasionally too many Reception Year children at one time in the area when wheeled toys are used. Their very good behaviour, however, prevents accidents. Although no lessons were observed in the hall, photographic evidence indicates that children have the expected ability for their age in using personal space, such as when doing a ribbon dance as a class. All children move safely around their rooms and within school and know that exercise keeps them healthy.
66. A good range of activities ensures children are able to manipulate scissors safely under supervision and increasingly gain control with paintbrushes, pens, pencils and glue sticks. Teachers provide good and interesting opportunities for the development of these skills. These include writing, and the use of jigsaws and pegboards in number work, as well as the use of a range of building materials and interlocking cubes.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have good opportunities to engage in role-play.
- A good range of opportunities is provided for children to experience colour, texture and sound.

Commentary

67. Teaching is good overall and children achieve well because of the range of opportunities provided and the good modelling of play by adults. As a result, most children are on course to achieve the goals expected at the end of the Reception Year and some to exceed them.
68. The 'Three Bears' House' role-play area in the Nursery and the 'Flower Shop' in the Reception classes provide children with a wide range of opportunities to develop language, numeracy and social skills as well as sustaining imaginative play. This is well developed in the outdoor environment, with opportunities to paint and colour walls. Effective teaching in the Nursery developed imaginative skills, role-play and language through the reading and explanation of a poem in the outdoor house. Surprise pots of jelly that had been placed there reinforced the meaning of the poem!
69. Good attention is given to the use of tools needed to produce collages and models, so children have confidence in making small and large creations, and adding a range of papers, materials and metallic finishes confidently. With support, Nursery children have good recall of the kinds of sounds certain instruments make. They join in enthusiastically with songs they have learned.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**. There are some significant strengths and few weaknesses.

Main strengths and weaknesses

- Pupils throughout Years 1 to 6 achieve well in reading, writing, speaking and listening.
- Standards are above average in speaking and listening in Years 2 and 6.
- Teaching meets pupils' needs well. Lessons are well paced and teachers successfully engage and maintain pupils' interest.
- In marking not all teachers pick up well enough on pupils' errors in basics such as spelling, punctuation and handwriting.
- Language and literacy skills are developed well in other subjects.
- Leadership and management are focused on maintaining strengths and developing provision.

Commentary

70. Pupils' results in the National Curriculum tests at the end of Year 6 in 2003 were well above the national average. Compared with the results achieved by other schools whose pupils had attained similarly at the end of Year 2, the results were in the top five per cent of schools. The school's results in the end of Year 6 tests have been well above the national average for the last three years. Pupils' performance in the tests is considerably better than at the last inspection.
71. The standard of work of the present Year 6 is not as high as indicated by the test results in recent years and is average overall. This is because of the natural variations found in year groups of pupils and is not a result of any changes in the quality of the school's provision. The present Year 6 has fewer pupils than last year who are capable of working at a higher level than that expected for their age.
72. The end of Year 2 National Curriculum test results in 2003 were below the national average in reading and writing. However, compared with the results achieved by schools with pupils from similar backgrounds, pupils' performance was broadly average. Unlike the end of Year 6 results, the results in the end of Year 2 tests have been persistently below the national average since the last inspection, and often well below the national average, with the exception of 2002.

73. The school has worked hard to raise standards in Year 2. It has targeted the development of pupils' language and literacy skills in work in other subjects as well as in English, and also through substantial reading and writing lessons additional to the daily literacy lesson. These efforts are now proving successful. Standards in the current Year 2 are average in reading and writing, representing good achievement in relation to pupils' previous knowledge, understanding and skills. Pupils with special educational needs achieve well, as do those who are learning English as an additional language.
74. Pupils achieve well because they are taught well, as at the last inspection. A particular strength that teachers develop is pupils' competence in speaking and listening. Many pupils are confident and articulate communicators in one-to-one situations and when responding to questions in whole-class sessions. This is because teachers give pupils many opportunities to discuss and share ideas in pairs. In Years 1 and 2 in particular, teachers use drama strategies effectively to engage pupils and get them to ask questions as well as to give answers. Although standards in speaking and listening are good, not all teachers in Years 3 to 6 involve pupils in discussion and debate to challenge them to even higher attainment.
75. Throughout the school, teachers successfully use a good range of stimulating texts to develop pupils' understanding of different forms of writing and their skills in reading comprehension. As a result, pupils have a secure awareness of how writing is adapted for different purposes and audiences. The stories used in Years 1 and 2 capture pupils' interest and contribute very well to their awareness of other cultures. Through imaginative activities based on these texts, teachers give pupils a good insight into narrative form and increase their understanding of the characters.
76. Many lessons are well paced with teachers making effective use of all the available time to promote learning. In Years 3 to 6, where teachers have interactive whiteboards in classrooms, new technologies are used well to support learning and keep pupils engaged at a good level. This was done particularly well in a Year 6 lesson in which pupils explored the features of a balanced argument. No time was lost as, for example, the bullet-pointed list of features appeared instantly on the whiteboard to support and focus the question and answer session.
77. All teachers are conscientious in carrying out marking, but not all pick up well enough on errors in basic spelling and punctuation. Because of this, pupils continue to make the same errors, for example in the spelling of simple and frequently used words. Comments made on pupils' work are always supportive and encouraging, but they do not always provide enough guidance to pupils as to how they might improve. Not enough consistent attention is given to handwriting in Years 1 and 2. These were main areas of weakness at the last inspection. Although the school has moved forward, there is still further work to do on these areas.
78. The leadership and management of English are good. The checking of teaching and learning has developed well. The whole staff are clear about the priorities for development and are focused on working towards them. Standards have been raised recently in Year 2 because of the effective teamwork of the three teachers in Years 1 and 2.

Language and literacy across the curriculum

79. Good attention is given to the development of pupils' language and literacy skills in other subjects, and this contributes to their good achievement in English. In religious education there are interesting opportunities for reading and writing. In all subjects, discussion in pairs is a frequently used strategy that develops pupils' speaking and listening skills and also increases their understanding of topics.

MATHEMATICS

Provision in mathematics is **good** and supports pupils in achieving well.

Main strengths and weaknesses

- Standards have improved since the last inspection and are now above average.
- Teaching and learning are good overall, although there are some variations in their quality.
- There is a good emphasis on using mathematics to solve problems.
- Pupils' work with numbers is reinforced well in other subjects.
- The subject is led and managed well, with a focus on improving provision.

Commentary

80. At the time of the last inspection, pupils' results in the National Curriculum tests at the end of Years 2 and 6 were well below the national average, even though the standards seen in pupils' school work were average. There has been a good improvement in standards since then. In the National Curriculum tests at the end of Year 6 in 2003, pupils' results were well above the national average. When compared with the results achieved by other schools whose attainment was similar at the end of Year 2, the results were in the top five per cent of schools. The results of pupils at the end of Year 2 in 2003 were above the national average. They were well above average when compared with the results achieved by other schools with pupils from similar backgrounds.
81. The standards of pupils' work in the current Years 2 and 6 are above average. This maintains the improvement seen in the test results in Year 2. Standards are lower now in Year 6 than indicated by the recent test results only because the present Year 6 does not have as many pupils as last year who have the capability to work at a level above that expected of most pupils of this age. The lower standards now do not reflect any change in the quality of the school's provision. Pupils, including those with special educational needs or English as an additional language, make good progress overall as they move up through the school. Their achievement is good.
82. Since the last inspection, the school has developed well the opportunities for pupils to use mathematics to solve problems. For instance, in a particularly effective lesson in Year 6, higher attaining pupils were challenged to find a formula for calculating the sum of four consecutive multiples of a number. Pupils competently apply mathematics to practical problems. Those in Years 3 and 4 show a good understanding of different ways of presenting data, through graphs and other diagrams. Older pupils have a good understanding of symmetry and of different geometrical shapes. This is initiated in Year 1, when they learn about the symmetrical properties of rectangles and triangles.
83. The overall quality of teaching and learning is good, as at the last inspection. Teachers place good emphasis on the specific mathematical vocabulary to be used, usually displaying it on the board during the lesson. This helps all pupils to develop good mathematical understanding and it particularly supports those for whom English is an additional language. In classes in Years 3 to 6, where there are interactive whiteboards, they are used well for this purpose and for demonstration of calculations and methods of approaching problems. Lessons begin with a short session of mental arithmetic, but the pace of this is not always sharp enough.
84. Most teachers match work appropriately to the needs of the different groups of pupils in the class, although sometimes all pupils have to start at the same point. On such occasions, there are missed opportunities to move potentially higher attaining pupils on to more advanced work. In an instance of unsatisfactory teaching, the tasks had not been thought through fully to ensure that pupils had the means to complete them. The most effective teaching and learning are in Year 6, where they are very good. In a lesson in this year group teaching was conducted at a

good pace. Pupils of all levels of attainment were challenged to extend their reasoning about numbers by a range of carefully planned tasks.

85. The subject leader has a good understanding of mathematics and of the areas for development. She effectively checks on the standards achieved by monitoring pupils' work and observing lessons. Since the last inspection, the school has implemented the National Numeracy Strategy very effectively, and action has been taken to enable higher attaining pupils in Year 2 to achieve as well as they should. However, more needs to be done to make the quality of teaching more consistent throughout the school to ensure that all pupils achieve as well as they can in all classes.

Mathematics across the curriculum

86. Pupils use mathematics well in other subjects, for instance when writing instructions for a recipe in English, or monitoring noise levels and temperature using ICT.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school and the standards in Year 2 are above average.
- Teaching and learning are good throughout Years 1 to 6, and good opportunities are provided for pupils to carry out practical work and investigations.
- There are not always enough opportunities for older pupils to make their own decisions about how to test a hypothesis and how to make a test fair.
- On occasions, there is not enough challenge for higher attaining pupils.
- The subject leader checks the provision well and sets targets for improvement in order to take the subject forward.

Commentary

87. Pupils' results in the National Curriculum tests at the end of Year 6 in 2003 were well above the national average. All pupils reached the expected level for most eleven year olds and 56 per cent reached the higher level. These results are significantly better than at the last inspection. Whilst pupils in the present Year 6 are working and achieving well in relation to their past knowledge, understanding and skills, the school recognises that there are fewer pupils working at the higher level than last year. The standards of pupils' work in science are average overall currently in Year 6 because of this natural variation in the year groups of pupils.
88. In the present Year 2, standards are above average and better than at the last inspection. As in Year 6 now, these pupils are achieving well in relation to their previous knowledge, understanding and skills. The standards now in Year 2 are similar to those indicated by the teachers' assessments in 2003. Throughout the school, pupils with special educational needs and those for whom English is an additional language achieve as well as other pupils.
89. The pupils have good factual knowledge and understanding. This is evident, for example, in Years 1 and 2 in their work on plants, different sources of light and their awareness that certain materials reflect light and that darkness is an absence of light. The standards in Year 2 are above average because of the good first-hand experiences enjoyed by the pupils to work together and investigate scientific ideas for themselves.
90. Pupils in Years 3 to 6 have a good understanding, for example, of food chains and know how to keep their bodies healthy. In particular they understand the effect on the pulse of both exercise and rest. Through experimentation, they know about the micro-organisms and decay. In one

lesson, however, in which teaching was unsatisfactory, the teacher's inadequate subject knowledge resulted in misconceptions about the effects of gravity.

91. Although there is some variation, the overall quality of teaching and learning is good throughout Years 1 to 6, as it was at the last inspection. This is the main reason for pupils' good achievement. In the most effective lessons, there is good planning, effective use of demonstration, and opportunities for pupils to experiment and investigate. Pupils and activities are very well managed, resulting in a very good level of interest from pupils who are well motivated and eager to find out more. In lessons such as these, the pace is good and pupils work well together.
92. The importance of working in a systematic way is taught very well giving pupils a good understanding of 'acting like scientists'. The result is that pupils know about making a prediction, testing it, and, having completed the test, drawing conclusions. However, older pupils are not given enough opportunities to plan their own investigations and, by applying their knowledge and understanding, to form their own hypothesis. This prevents them from developing even greater independence as learners in science.
93. The results of investigations are well written with increasing use of tables and graphs by older pupils. Teachers' marking of pupils' work is constructive and gives advice on how it can be improved. Pupils who are lower attaining or have special educational needs are supported well by teaching assistants or through particular guidelines to help them record their work.
94. Strands of science are taught as a two-year programme because there are some mixed year group classes. Whilst this avoids repetition and ensures good coverage of the science curriculum, there is not always enough challenge built in for the higher attaining pupils. They do not, for example, always have enough opportunity to use their own ideas to suggest changes to an investigation and to predict what might be the effects of such changes. Computers are used well to support pupils' work in science, with specialised equipment used to record temperatures, light and sound. The Internet is used by pupils to research influential scientists.
95. The subject leader has a thorough knowledge and understanding of science and has been very influential in raising standards. There is a rigorous programme of monitoring, assessment and target setting, which is continuing to improve pupils' achievement and develop provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards in Year 6 are above those expected nationally and pupils throughout the school achieve well.
- Teaching is consistently good. There are some examples of very good teaching.
- The school has very good resources for ICT, which are used very well to promote learning.
- Pupils use ICT well to support their learning in other subjects.

Commentary

96. There has been good improvement since the last inspection. Although standards are still at the nationally expected level in Year 2 they are now above the nationally expected level in Year 6. Now teaching is consistently good, with some examples of very good teaching. Resources have improved and have increased the use of ICT to support pupils' learning. The school now has a very well equipped computer room, and each classroom also has at least three computers, which small groups of pupils use in other lessons. Leadership and management of ICT are good and good training has been provided for staff.

97. Pupils in Years 5 and 6 competently prepare multi-media presentations on research they have carried out using the Internet. They add text to their slides and then add sounds from the Internet. This activity is also supported by pupils' use of ICT in their work on living things in science. Pupils are able to work independently on tasks such as these because their teachers provide them with very clear instructions. Pupils in these year groups have also successfully used a sensor to measure and record variations in temperature, light and sound in different parts of the school. In Years 3 and 4 pupils learn quickly how to devise a questionnaire to create a database. Those in Years 1 and 2 understand how to use the different keys to produce capital letters, and this helps to develop their literacy skills.
98. Clear demonstrations by the teachers, which build well on pupils' previous knowledge and understanding, ensure that learning is effective. Activities in ICT include a good level of challenge, including for higher attaining pupils. Pupils with special educational needs are given the necessary support to participate fully and they learn as effectively as other pupils because of this.
99. Teaching and learning are good throughout the school. All teachers are confident in their use of new technologies. Most use the interactive whiteboard, for instance, to introduce the objectives of the lesson, thus gaining pupils' attention quickly. Pupils learn about the applications of ICT in everyday life, for example in controlling traffic lights. Occasionally, however, teachers do not use the opportunity provided in ICT lessons to correct pupils' spelling mistakes, such as when they form plurals. This results in missed opportunities to reinforce literacy skills.

Information and communication technology across the curriculum

100. ICT is used well to support pupils' learning in other subjects. For example, lower attaining pupils in Years 1 and 2 use a computer game to help them recognise numbers from one to 20. Pupils use ICT in their research into other religions, as well as for topics in history. Computer clubs for different age groups also enhance pupils' learning.

HUMANITIES

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils use their range of writing skills well when presenting topics and this helps to deepen their knowledge and understanding.
- Good attention is given to developing pupils' learning about different religions and beliefs and how faith affects the lives of believers.
- On occasions when activities involve simply the factual retelling of stories, work is less stimulating and there is limited challenge for pupils.
- Marking does not always pick up on and correct pupils' misconceptions.

Commentary

101. The standard of pupils' work in Years 2 and 6 is at the level expected by the locally agreed syllabus, as at the last inspection. The achievements of all groups of pupils are satisfactory, including those with special educational needs and those learning English as an additional language, who are given careful support. The overall quality of teaching and learning is satisfactory.
102. The balance of work in religious education ensures that pupils develop a wide knowledge of different religions. They gain a secure understanding of significant people, celebrations and

artefacts that are important to each religion. In two lessons seen, one in each of Years 3 and 4, the teaching and learning were good because interesting presentations provided elements of anticipation that held pupils' attention through the lesson. Pupils also had a practical part. In these particular lessons, teachers showed very good knowledge of their subject in explaining the use of the puja tray in Hindu worship. This built well on pupils' visit to the Mandir.

103. Stories are used appropriately to help pupils in Years 1 and 2 reflect on the significance of their meaning for themselves and their own lives. From studying the story of Noah, for example, pupils have also developed a satisfactory understanding of promises. They have given thought to how they might improve the life of someone else by keeping a promise. However, pupils spent too long as a whole class in discussion in a Year 2 lesson on this topic to enable them to fully complete their group task and this limited their understanding.
104. Throughout the school, teachers give pupils good opportunities to present their work in different styles of writing. This helps pupils to think about and reflect on their work from different perspectives. It also develops the independence of higher attaining pupils. However, where the task is simply to retell a story or write a simple report, the activity does not present as much challenge and is not as effective in developing pupils' knowledge and understanding. Pupils do not record with the same enthusiasm and depth of thought. There are examples in marking of teachers not picking up on or correcting misconceptions, such as a reference to God using a magic spell. As a result of not being rectified, such misunderstandings persist.
105. Insight into thoughts, feelings and relationships is a strong aspect of what pupils learn from their study of religions. They consider, for example, the importance of having or being a friend, never holding a grudge and how people treat each other, as well as respect for different faiths and ways of worship. Resources used, visits made to places of worship, visitors to school and topics in assembly make a positive contribution to pupils' learning about religion and how it motivates lifestyles.
106. The leadership and management of religious education are satisfactory. Opportunities are used satisfactorily to observe teaching, to check pupils' books, and to review planning and assessment procedures. Action is taken to adapt provision where necessary.

Geography and History

Work in geography and history was sampled through a scrutiny of pupils' work, discussions with pupils, and lesson observations.

Provision in geography and history is **satisfactory** but there are weaknesses.

Main strengths and weaknesses

- There are good opportunities for pupils to apply and develop their literacy skills in these subjects.
- Teachers' planning is good.
- Teaching in lessons does not always match the planning.
- Key skills of geographical and historical enquiry are not systematically developed.

Commentary

107. Standards in history are as expected nationally in Years 2 and 6. Whilst geography standards are at the expected level in Year 2, they are below the nationally expected level in Year 6. Pupils' achievements are just satisfactory in these subjects but are restricted by insufficient focused attention on the development of subject specific knowledge, understanding and skills, particularly in relation to enquiry skills.

108. Teachers plan lessons well, emphasising historical or geographical knowledge, understanding or skills but these are not sufficiently developed in the lesson. For instance, in a lesson in which Year 1 pupils studied the character Barnaby Bear visiting Brittany, the idea of sending a postcard inspired them. The activity was used well to develop literacy skills, but the geographical content of the lesson was under-emphasised. Similarly, in a Year 4 lesson on Alfred the Great, the lesson started well with reference to two different viewpoints about Alfred but there was a lack of emphasis on this in the development and outcome of the lesson.
109. Time and pace, so often used very well in lessons in other subjects, are not used well enough in history and geography. The result was that work was left unfinished and the geographical and historical objectives of the lessons were barely met. Good consideration is given to ensuring that pupils with special educational needs take part fully in lessons.
110. Pupils are developing a sense of chronology in their history with evidence of time lines. The use of literacy skills, an area criticised in the last report, is now a strength. Pupils write in the style of a newspaper journalist, empathise with historical figures by writing diary entries or letters from their perspective, and produce advertising brochures on places of geographical interest such as St Lucia. These help to cover content satisfactorily. The skills of historical and geographical enquiry are less well emphasised. This means that pupils' understanding of the differences in the way aspects of the past are represented and interpreted is underdeveloped. Similarly, pupils do not develop sufficient awareness of how natural phenomena such as earthquakes, volcanoes and floods are caused or of the effect they have.
111. Visits to places such as the Black Country Museum and Birmingham's Think Tank help to enrich the geography and history curriculum, as does the residential visit for Year 6 pupils, who spend some of their time looking at coastal features.
112. The leadership and management of geography and history are satisfactory. The school's developing procedures for subject leaders to check the quality of provision in history and geography have the potential to raise standards. However, they are not yet fully effective in these subjects. These subjects have not developed significantly since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Although no lessons in art and design were observed provision was sampled through a scrutiny of the work on display and the small amount in sketchbooks. Work was also discussed with pupils.

Provision in art and design is **satisfactory** but there are areas requiring improvement.

Main strengths and weaknesses

- Art and design work contributes well to pupils' awareness of their own and other cultures.
- There are still too few opportunities for pupils to experiment and develop their ideas in sketchbooks.
- Some activities lack adequate challenge for pupils in Years 5 and 6.
- There are too few opportunities for pupils in Years 3 to 6 to create a piece of work over a period of time drawing on a range of techniques. The use of ICT is underdeveloped in art and design.

Commentary

113. Work on display indicates that standards in Year 2 are as expected nationally. There is some work of a good standard using leaf printing and tie and dye techniques to help recreate the style of William Morris. The presentation of this work indicates that teachers have appropriately high expectations and that pupils respond well to stimulating activities. However, standards in Year 6

are only just at the level expected nationally. This is because the tasks for older pupils are not sufficiently challenging. Whilst pupils' achievements are securely satisfactory in Year 2 in the work seen, they are only just adequate in Year 6.

114. There are some other good examples of work, in addition to that in Years 1 and 2 based on the work of William Morris. Pupils in Year 2 have experimented with different thicknesses of pencil prior to work on observational drawings based on the work of Henry Moore and Elisabeth Fink. Pupils in Years 3 and 4 successfully express abstract ideas in art through the viewpoint of dreams. They have created printing blocks to produce repeating patterns using rollers and ink. This work is developing well.
115. There are examples of Year 5 and 6 pupils using their artistic and expressive skills to work at an adequate level for their age. However, this is not the case with all their work, for example in their work in three dimensions to create figures in modroc, make clay pots and design their own masks. The range of opportunities is satisfactory but the aspirations for the pupils in these tasks are not high enough and the finished products are below the level expected at this age.
116. The use of sketchbooks has not improved, an area highlighted for development at the last inspection. Pupils do not have a sufficient record of their investigations. Neither do they have enough opportunity to experiment with techniques, try out new ideas or collect samples of art to draw inspiration for their own work.
117. Pupils in Years 3 to 6 do not have adequate opportunities to work in groups designing and creating a piece of artwork over a period of time building on different techniques. Neither is there sufficient emphasis on pupils evaluating their work. The use of ICT, which is a strength in many other subjects, is not adequately used in art and design. Good links are made to developing cultural awareness so that art is used well to interpret music, to replicate Islamic patterns and Hindu figures in pastels.
118. The school is presently developing its procedures for the checking of provision in, and leadership of, subjects such as art and design. Once fully established, they should help the development of the subject, but they are not presently sufficiently effective in this subject. At present, while there are some good features of the art and design provision, there are weaknesses in the learning opportunities for older pupils that need to be rectified.

Design and technology

119. Provision in design and technology was sampled by looking at pupils' finished work and discussing it with them. However, insufficient evidence was available of pupils' work across the full design process for a judgement to be made on the overall quality of provision, or on teaching and learning, although the projects seen are **satisfactory**.
120. Pupils in Year 2 have made vehicles. They discussed the intended use of the vehicle before making it, decided what they would need to make it, and tested it when they had made it. Pupils in Year 6 changed their plans when making shelters they had designed, and were able to modify the finished product. The examples of pupils' work seen were of the standard expected nationally for their age.
121. The school teaches design and technology in blocks of one week. This is effective in allowing pupils to see the whole process through in a short span of time. Pupils enjoy this approach. For pupils in Years 1 and 2 learning is also enhanced by an after-school design and technology construction club.

Music

122. Lessons in music were sampled and singing was heard in whole-school assemblies. Whilst not enough evidence was gathered to make a secure judgement on overall provision, in the elements sampled it is **satisfactory**.
123. In the two classes in which lessons were observed, in Year 1 and in the combined Year 5 and 6 class, pupils' work is of the standard expected nationally. Year 1 pupils successfully identify a range of recorded sounds, for example of the movement of a door or a dog barking. They identify suitable movements to accompany sounds and make sensible suggestions about which instruments might be used to make particular sound effects. In the combined Year 5 and 6 class, almost all pupils competently clap a rhythm within a group. They maintain their part with awareness of the number of beats in the bar. In groups, they successfully create their own compositions in which they combine sounds such as of voices, clapping and stamping. In assemblies, singing is of the standard expected at this age, indicating that singing skills are taught satisfactorily throughout the school.
124. Teaching and learning were good in the Year 1 lesson and satisfactory in the Year 5 and 6 lesson. In the Year 1 lesson, all the available time was used well and activities built well on each other to promote learning. The teacher helped pupils to develop their understanding of the link between sound and movement well, and successfully prepared pupils for a musical composition activity to take place in the next lesson. Teaching in the Year 5 and 6 lesson built adequately on what pupils already knew and could do. There was good support for lower attaining pupils and those with special educational needs in particular. There were missed opportunities, however, to challenge pupils capable of higher attainment.
125. The learning opportunities in lessons are enhanced well by other activities, in particular the opportunity for all pupils to take part in a musical production each year. Pupils wishing to learn an instrument have the opportunity to have lessons provided by visiting teachers.

Physical education

126. Provision in physical education was sampled. All lessons seen were in gymnastics. Whilst not enough evidence was collected to make a judgement on overall provision for physical education, provision in this aspect is **satisfactory**. Records indicate that provision for swimming is **good**.
127. In the lessons observed, the standards achieved by pupils in Years 1 and 3 were above those normally found at this age. In Years 4 and 5 standards were as expected for pupils' ages. In Year 1, pupils show a good understanding of shape in their movements and are beginning to develop a sequence. In Year 3 they learn to evaluate their own and others' work. In the lesson observed, pupils in Year 4 were working at a similar level. In Year 5 they continue to develop and refine their sequences, developing their speed and balance.
128. Teachers' records indicate that standards in swimming are good, with many pupils exceeding the National Curriculum expectation by the end of Year 6, making good progress in their two years of instruction. This is a very good improvement since the last inspection, when it was a key issue for the school to raise standards in swimming.
129. Pupils' enjoyment and learning are also enriched by a wide range of extra-curricular sporting clubs, including karate, aerobics, gymnastics and cricket, and opportunities to compete with other schools in football and netball. Pupils also benefit from football training provided by Wolverhampton Wanderers FC.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- The school provides pupils with a very good framework for developing personal relationships.
- Pupils are encouraged to make choices about moral dilemmas that affect their lives.
- Pupils have very good opportunities to consider the importance of a healthy lifestyle.

Commentary

130. Very good attention is given to pupils gaining an understanding of relationships between people and the positive and negative aspects that can arise in being part of a community. Year 6 pupils successfully analyse relationships between television 'soap' characters and consider the impact of their actions. They record their thoughts on this very well in different styles of writing. Pupils in Years 3 to 6 have a very good understanding of how rules are needed in society. They have undertaken the challenging task of drawing up a code of conduct for the playground. In doing so, they were encouraged to think about and give reasons for their inclusion of particular rules. Regular time given promoting moral choices and the inclusion of drama in assemblies is ensuring very good development of pupils' responsibilities, both in and out of school.
131. The school ensures that pupils have very good opportunities to develop a healthy lifestyle and understand how to keep safe. This is undertaken very effectively through the healthy lifestyle programme in science and food technology. A range of visits and visitors promotes awareness of healthy living, personal safety, and drug and solvent abuse.

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	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
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	2
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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
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	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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