

# INSPECTION REPORT

## **WEST PARK PRIMARY SCHOOL**

Wolverhampton

LEA area: Wolverhampton

Unique reference number: 131153

Headteacher: Miss Caroline Godfrey

Reporting inspector: Mr Stephen Lake  
22191

Dates of inspection: 7<sup>th</sup> – 9<sup>th</sup> July 2003

Inspection number: 259893

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Devon Road Whitmore Reans Wolverhampton
Postcode:	WV1 4BE
Telephone number:	01902 558237
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Ashwell
Date of previous inspection:	19 <sup>th</sup> January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22191	Stephen Lake	Registered inspector	Information and communication technology, geography, religious education, equal opportunities	How high are standards? How well are pupils taught? What should the school do to improve?
10965	Pat Edwards	Lay inspector		How well does the school care for pupils? How good are the links with parents?
24027	Bharathi Kutty	Team inspector	Art, history, science, English as an additional language	
24528	Garth Muton	Team inspector	Mathematics, design and technology, physical education, special educational needs	How good are the curricular and other opportunities offered to pupils?
18393	Joy Donovan	Team inspector	The Foundation Stage, English, music	How well is the school led and managed

The inspection contractor was:

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

West Park is an inner city school with 236 pupils including 47 part-time pupils taught in the nursery. Around 47 per cent of pupils have English as an additional language, which is very high, and 85 per cent of pupils come from minority ethnic groups, which is also very high. The school has seven refugee pupils. Mobility is very high. Thirty eight per cent of pupils are entitled to free school meals. This is above average. Twenty two percent of pupils are on the school register of special educational needs. This is broadly average. Three per cent of pupils are identified as having either moderate learning difficulties or emotional and behaviour difficulties. No pupils have a statement of special educational needs, which is below average. Attainment on entry to the school is very low. In the last year a number of teachers have changed. A new head teacher has been in place since September and a new deputy head teacher since April.

### **HOW GOOD THE SCHOOL IS**

This is an improving school that provides a satisfactory standard of education. It is led and managed well. The curriculum is satisfactory. The quality of teaching is satisfactory with much good teaching observed. The school provides satisfactory value for money.

#### **What the school does well**

- The teaching in Years 1 and 2 is good and examples of very good teaching were also observed in Years 1 and 2 and Years 3 to 6. Literacy skills are taught well
- The head teacher provides very good leadership and other key staff support her well
- The new procedures for monitoring school performance are effective and already starting to impact upon standards
- The commitment to improvement and the capacity to improve are very good
- Pupils' good attitudes and behaviour and relationships make a positive impact on learning
- The very good links with other schools make a significant contribution to pupils' learning
- Links with parents are good and parents have a high regard for the school
- The provision for the moral social and cultural development of pupils is good
- The provision for pupils with English as an additional language is good

#### **What could be improved**

- Standards of attainment in reading, writing, mathematics and science in Year 2 and Year 6\*
- The quality and range of learning opportunities provided for Nursery and Reception children\*
- Governors' understanding of the strengths and weaknesses of the school is unsatisfactory although it is improving\*
- The accommodation is unsatisfactory and many resources are unsatisfactory\*

*\*all of the areas above are identified in the school improvement plan*

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The improvement since the last inspection is satisfactory. National assessments results at Year 6 are just a little higher. The curriculum has improved and procedures for assessment are improving due to the work done by the new head. Schemes of work are in place for all subjects and the role of subject coordinators has improved. Most of the strengths noted in the last inspection have been maintained. Teaching in the nursery and reception is not as good as it was. The school has a strong commitment to improvement and the new members of staff are very enthusiastic. As a result the school is very well placed to improve further.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E*	D	C	A
Mathematics	E*	E	D	B
Science	E*	E	D	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table above shows that standards at age eleven are rising steadily. Overall, they are below average compared to all schools, but above average when compared to similar schools. In 2002 the standards in the national assessments for pupils in Year 2 were in the bottom five per cent nationally in reading, writing and mathematics. When compared with the results in similar schools they were well below average in all three subjects.

Attainment on entry to the school is very low. Children in Nursery and Reception achieve satisfactorily from the very low base but on entry to compulsory education attainment is still well below that normally found. Standards this year at age eleven, when pupils leave the school, are below average in English and science and well below in mathematics. However, this represents satisfactory achievement for this group of pupils because of the high percentage of pupils for whom English is an additional language. Standards at Year 2 have improved significantly this year, but are below average in reading, writing and science at age seven and well below average in mathematics. Inspection evidence shows that standards are rising in the year groups not assessed in national tests and attainment overall is improving. Standards in mathematics are lower than standards in other subjects. In all the other subjects where it is possible to make a secure judgement, pupils are attaining standards in line with national expectations. Although their written work is not always as good as that seen nationally, pupils' knowledge and understanding is satisfactory and standards at Year 2 are rising rapidly. Pupils with English as an additional language are achieving well in relation to their prior attainment. Pupils with special educational needs achieve as well as other pupils.

Over time, standards in Year 2 have fallen compared to a national trend of rising standards, although preliminary results for 2003 and inspection evidence show that this trend may have started to be reversed. The trend in the results in Year 6 is broadly in line with the national trend. The school did not meet the particularly challenging targets set for this year. Throughout the school, more able pupils are not challenged enough and this is holding down the schools' results in national assessments.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Throughout the school pupils show interest in their work. The majority enjoy coming to school.
Behaviour, in and out of classrooms	The majority of pupils behave well in class and in the communal areas of the school.
Personal development and relationships	Pupils respond positively to any responsibilities given them. However, opportunities for responsibility are limited.



Attendance	Unsatisfactory as it is below the national average. This is mainly due to the number of families who take extended holidays. The majority of pupils arrive within the time allowed for registration
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## TEACHING AND LEARNING

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

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

Over half of the teaching observed was good with some very good and excellent teaching observed. One lesson in eleven was unsatisfactory. Examination of pupils' previous work shows that the improving stability in the teaching staff is having a positive impact on the quality of teaching.

Teaching in English is good and literacy skills are taught well. Teaching in mathematics is satisfactory and numeracy skills are taught satisfactorily. Strengths of the teaching observed were: the management of pupils; the good relations between most teachers and pupils and the support for pupils with English as an additional language (EAL), all of which promote good learning where they occur. Significant areas for improvement noted were:- the challenge for more able pupils throughout the school to raise the levels of attainment, and teachers' understanding and use of the curriculum for children in Nursery and Reception, which limits learning for these pupils. The school meets the needs of most pupils well. Improvement is needed in the provision for some children in Nursery and Reception, and in regard to challenge for more able older pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is satisfactory with some good elements. However, the curriculum for pupils in the FS does not provide enough opportunities for children to make choices in a planned and systematic manner that guides their learning. There are very good links with the local special nursery, and with local secondary schools both of which enhance pupils' learning experiences. The range of extra-curricular activities available is limited.
Provision for pupils with special educational needs	This is satisfactory. Recent improvements in assessment are identifying pupils with special educational needs earlier. However, some individual education plans are not specific enough
Provision for pupils with English as an additional language	This is good. The support given by the specialist staff enables pupils to make good progress
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall. The provision for the spiritual development of pupils is satisfactory. Teachers value pupils' ideas and encourage self esteem. The provision for the moral, social and cultural development of pupils is good. Behaviour rules in classes are clear, adults provide good role models and pupils learn about and appreciate their own and other cultures.
How well the school cares for its pupils	This is satisfactory. Appropriate child protection procedures are in place. The school works hard to provide a happy and secure environment where all pupils are valued. The school has devised a number of appropriate methods to assess pupils' progress and has begun to use assessment information to support pupils' learning.

The information provided by the school keeps parents well informed. The involvement of parents in their children's learning is satisfactory.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is good. The recently appointed head teacher provides very good leadership and is supported well by the very new deputy. Although some curriculum coordinators provide good leadership, the role of others is in an early stage of development.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors are very supportive of the school and keen to improve their effectiveness. Due to a number of historical factors governors do not have a sufficiently strong understanding of the strengths and weaknesses of the school. They are working very hard to deal with this and taking appropriate measures to help them develop their strategic role in managing the school. Recent decisions are well informed and procedures to improve information are under development.
The school's evaluation of its performance	Although the present school development plan is not sufficiently prioritised, recent developments in this area have ensured that this is now good with detailed information available to inform next year's plan.
The strategic use of resources	Satisfactory. Teachers and support staff are used well and grants are used effectively. Governors are seeking best value in their financial decisions although this is in an early stage of development.

The school has a good number of appropriately qualified teaching and support staff. The accommodation is inadequate for the delivery of the curriculum especially in Key Stage 2 where furniture is very old and in poor condition. The outdoor area is generous but the outdoor play area for the Foundation Stage is inadequate.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school</li> <li>• The behaviour is good</li> <li>• The teaching is good</li> <li>• The school expects children to work hard and do their best</li> <li>• Parents feel comfortable approaching the school with questions or a problem</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work children get to do at home</li> </ul>

Inspectors agree with most of the positive comments but do not agree that all the teaching is good. Inspection findings agree with parents' views that homework is given inconsistently

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Attainment on entry to the school is well below that normally found. By the end of the Foundation Stage children have made satisfactory progress, but attainment is still very much below that expected at the start of compulsory schooling. Many children have not attained the Early Learning Goals<sup>1</sup> by the age of five. This is similar to that noted at the time of the last report.
2. The results of the 2002 national assessments for pupils in Year 2 showed a significant drop from the standards noted in the last report. In 2002 standards in reading, writing and mathematics were in the bottom five per cent nationally and well below average compared to similar schools. The provisional results for 2003, however, show a significant increase in the average points score<sup>2</sup> from 2002 and a slight improvement from the national assessments at time of the last inspection.
3. Evidence from the school shows that when the current Year 2 pupils entered compulsory schooling attainment was well below that normally expected. This cohort has also had many changes of pupils over the last two years with over half of the pupils present for the 2003 national assessments not present in the school at the start of Year 1. This includes some refugee pupils with English as an additional language (EAL). When all factors are taken into consideration then pupils' achievement is satisfactory.
4. Inspection evidence confirms the results of the national assessments that took place earlier this term and show that pupils have continued to improve in the half term since the assessments took place. At the time of the inspection many pupils are achieving close to the expected levels in reading, writing and science although too few pupils are attaining the higher levels. As a result, the overall level of attainment in reading, writing and science is below average. The significant improvement currently seen in these subjects is due to the consistently good teaching in Years 1 and 2. Attainment in mathematics however is well below average. This is partly due to the high emphasis given to the development of literacy skills and partly due to insufficient levels of support for teachers in this subject. A new co-ordinator for mathematics has been appointed very recently, but has not been in place long enough to influence standards.
5. The results of the 2002 national assessments for pupils in Year 6 show that standards have risen since the time of the last inspection. In 2002 attainment in reading was in line with the national average and attainment in mathematics and science was below average. When compared with similar schools results were well above average in

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<sup>1</sup> The Early Learning Goals are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy; mathematics; knowledge and understanding of the world; creative development; physical development and personal and social development.

<sup>2</sup> In the national assessments pupils are awarded a grade. By the age of seven pupils are expected to achieve Level; 2 and by the age of eleven pupils are expected to achieve a Level 4. It is expected that some pupils will achieve the higher Levels of 3 and 5 at age seven and eleven respectively. All grades are linked to a points score and at age seven sub grades of 2C (below average) 2B (average) and 2A (slightly above average) are used. The scores achieved by all pupils who take the assessments are averaged to give an overall score for the school.

English and above average in mathematics and science. This is a very significant improvement and the trend in the schools results is in line with the national trend. The provisional results for 2003 show a drop in attainment from 2002. However, this cohort of pupils has high mobility and six pupils joined at the beginning of Year 6. When the results are compared with the results obtained by the same group of pupils at Year 2, they show that pupils have made satisfactory progress and are achieving satisfactorily overall. Pupils' achievement is highest in science where it is good.

6. Inspection evidence confirms the results of the national assessments. In English and science pupils are working close to the expected Level 4 but too few pupils are working at the higher Level 5 causing attainment overall in these subjects to be below average. In mathematics too few pupils are working at the expected Level 4 and very few at the higher Level 5 and attainment overall is well below average. The low number of pupils working at the higher levels is mainly due to not enough challenge for these pupils in the work set for them.
7. Standards in information and communication technology (ICT) are in line with national expectations at age seven and age eleven due to the improved provision and good quality teaching. Standards in religious education are in line with the requirements of the Locally Agreed Syllabus. In those elements of physical education where a secure judgement is possible standards are in line with national expectations.
8. In all other subjects where a secure judgement is possible pupils' knowledge and understanding is in line with national expectations at age seven and age eleven. Judgements in art are based upon samples of work seen. In music it was not possible to make a secure judgement for pupils aged eleven as not enough music could be observed.
9. Pupils' literacy and numeracy skills are unsatisfactory and this limits the standards that can be obtained in subjects such as history, geography and religious education. Pupils' handwriting skills were criticised in the previous inspection and have improved. However not enough use is made of subjects such as history, geography and religious education to develop pupils' literacy skills, in particular their library skills.
10. Pupils with special educational needs receive good support and as a result they achieve satisfactorily in relation to their prior attainment. Pupils with EAL are well supported and make good progress. Many of the higher achieving pupils come from this group. Potentially higher attaining pupils do not achieve as well as they should due to the fact that teachers' planning does not always identify enough work to challenge this group.

### **Pupils' attitudes, values and personal development**

11. The positive aspects of this area seen at the previous inspection have been maintained. Parents feel the school encourages their children to develop a growing maturity and behave well.
12. Throughout the school pupils show interest in their work. The majority of pupils enjoy coming to school. This was seen in a Year 2 personal, social and health education lesson where pupils were discussing moving up into Year 3; they worked with enthusiasm, listened carefully to each other's ideas and were fully engaged in the activity relating very well to each other and their teacher. Pupils, including those with special educational needs, persevere and concentrate well. They are eager to learn and try to do their best.

13. The majority of pupils behave well in lessons. Pupils and teachers discuss and agree class rules together. Pupils are aware of how their behaviour affects others and they show developing self-discipline. Behaviour at break and lunchtimes and as pupils move around the school is good. Pupils play with care and consideration for others. No incidents of bullying were observed during the inspection. There were no exclusions in the last reporting year.
14. Relationships between all members of the school community are good. Boys and girls of all ages and ethnic backgrounds mix freely. They work and play well together and care for one another. They consider each other's feelings and beliefs. They show respect for the property of others and the environment. Pupils respond positively to any opportunity they are given to help with class routines; for example as register monitors. This encourages a sense of responsibility. Older pupils help with the younger children in the nursery at lunchtimes, act as corridor monitors and collect and record house points. However, teachers provide few opportunities for pupils to use their initiative and take responsibility for their own learning although in the very best lessons they demonstrate this capability (as in a Year 2 music lesson when pupils initiated actions for a song performed in their class assembly).
15. The level of attendance for the last reporting year was 93.4 per cent which was below the national average. A minority of pupils taking extended holidays have a significant impact on the school's attendance figure. The majority of pupils arrive within the time allowed for registration. However, there are a number of persistent late comers whose late arrival can disrupt the learning of others.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

16. At the time of the inspection significant changes of teacher had taken place. A temporary teacher taught one class, another class was taught by a teacher who had joined the school very recently and teachers who joined at the beginning of the school year taught two classes.
17. The quality of teaching is satisfactory overall with many good lessons observed. During the inspection nine out of every ten lessons observed was satisfactory or better. Just over half of the lessons observed were good or better including seven that were very good and one lesson that was excellent. Just under one lesson in ten was unsatisfactory including one lesson that was poor. Staff changes make direct comparison with the last inspection difficult, but the overall quality has gone down mainly as a result of the lower quality of teaching with the children under five. Examination of pupils' previous work however shows that the quality of teaching has improved during the last few months under the leadership of the new head teacher and deputy.
18. Teaching in the Foundation Stage is satisfactory overall although one unsatisfactory and one poor lesson were observed. When examination of children's previous work is taken into account it indicates that teaching overall is satisfactory. When teachers plan a direct teaching session the work is usually at least satisfactory and some good work was seen in the nursery. However, the balance of teacher directed and child selected activities in the reception class is unsatisfactory and does not meet the needs of children of this age. Children in the nursery are not given enough structure for their play or sufficiently encouraged to sustain and complete activities. Teachers monitor the progress of individual children and keep satisfactory records, but these are not

closely linked to the 'stepping stones' of learning<sup>3</sup> in the curriculum. Teachers plan the curriculum together but plans relate to general content and are not sufficiently focussed on an assessment of what children can do and what they need to learn next. Support staff in both classes are very effective particularly in developing language and social skills.

19. The quality of teaching is good with pupils aged 5 to 7 years with three quarters of lessons observed good or better including some very good and one excellent lesson. No unsatisfactory teaching was observed with this group of pupils. The quality of teaching with pupils aged 7 to 11 years is satisfactory with just over half of the lessons observed good or better and one lesson in eight very good. In these lessons pupils learn well and make good progress. However, one lesson in ten observed was unsatisfactory and this limits learning in those lessons and affects overall attainment
20. Strengths of the teaching observed are:
  - a. Good relationships between teachers and pupils
  - b. Good support for pupils with English as an additional language (EAL)
  - c. Consistently good teaching in Years 2 and 6
  - d. Good teaching in English
  - e. Good use of teaching assistants in most classes
  - f. Behaviour is managed well in most classes

#### **Good relationships between teachers and pupils**

21. In most lessons observed teachers developed good relationships with pupils that encouraged good behaviour and positive attitudes to work. This has a significant impact upon the standards attained. Pupils respond well to teachers and those pupils new to the school are quickly integrated enabling learning to take place.

#### **Good support for pupils with English as an additional language**

22. Throughout the school, the support offered to pupils with EAL enables them to learn effectively. Teachers employed through the Ethnic Minority Achievement Grant provide good support to pupils. Teaching assistants' work (employed under the same grant) makes a good contribution, particularly in the nursery where a bilingual support assistant is able to talk to many of the children in their own language and help explain tasks. Bilingual teachers, for example in the Reception class, provide further support of this nature.

#### **Consistently good teaching in Years 1, 2 and 6**

23. Good teaching was observed in most classes during the inspection, but a significant strength of the school is high percentage of good teaching observed in Years 1, 2 and 6. In Years 1 and 2 this good teaching is a major factor in the rising standards. In Year 6 it has enabled a class with a number of limiting factors such as high mobility and disruption in previous years to achieve satisfactorily in relation to their prior attainment. The positioning of strong teachers in Years 2 and 6 has a positive impact upon national assessments and reflects the good quality management.

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<sup>3</sup> The stepping stones are small steps identified in children's progress towards attaining the Early Learning Goals see earlier footnote.

### **Good teaching in English**

24. In almost all classes English is taught well. Teachers have secure subject knowledge and provide a variety of stimulating and motivating lessons that inspire pupils. In many classes learning is made fun for pupils and this is evident in the progress that many make.

### **Good use of teaching assistants in most classes**

25. Teaching assistants provide valuable support to pupils in this school. They work closely with the teachers when planning work, in order to be able to support pupils effectively. Teaching assistants know the pupils well and make a good contribution to managing behaviour by working closely with individual pupils to help them understand the teacher's instructions. All of this helps to keep pupils learning effectively.

### **Behaviour is managed well in most classes**

26. A number of pupils present very challenging behaviour. Teachers in most classes have a good range of strategies to cope with this and as a result pupils behave well and learn effectively. However, the strategies although effective are not consistent across classes. The effect of this is that pupils have to learn slightly different rules in each class and some teachers have to work harder to maintain good discipline.

27. Areas for improvement noted in the teaching are:
- a. Planning more work to challenge potentially higher attaining pupils through more effective use of assessment information
  - b. Teaching of physical development in the nursery and reception classes
  - c. Providing more opportunities for independent learning in the nursery and reception classes
  - d. Planning more opportunities for work in subjects other than English and mathematics to support the development of pupils' literacy and numeracy skills

### **Planning more work to challenge potentially higher attaining pupils**

28. Assessment information is used effectively to plan work for pupils with special educational needs and pupils with EAL. Detailed records of pupils' attainment are now available but are not used well enough to plan the next stage in learning for all pupils. Examination of pupils' previous work and of teachers planning shows that not enough work is planned to extend the most able pupils. These pupils do not attain well enough and this has an effect upon the overall standards in the school. In a significant number of lessons very pupils were working above the expected level work was not planned to allow this to happen. This is a significant area for improvement if overall standards of attainment are to rise further.

### **Teaching of physical development in the nursery and reception classes**

29. The area for outdoor play for children in the Foundation Stage of education is not equipped to provide enough opportunities for children to have constant access to large wheeled toys and climbing equipment matched to their age and ability. The area is not easily accessible to the Reception class. As a result not enough planned opportunities are provided for the physical development of children under five. Equipment used in the school hall is not used appropriately for children of this age and therefore

opportunities to promote physical development are unsatisfactory. This is a significant area for improvement.

### **Providing more opportunities for independent learning in the nursery and reception classes**

30. In many of the lessons observed too few opportunities are planned for children to choose activities or move freely between a selection of planned activities. This limits the development of children's independence and is a key factor in the low attainment in this area of learning. Teachers' understanding of the importance of this type of activity is limited and contributes to the unsatisfactory teaching observed in this area of learning.

### **Planning more opportunities for work in subjects other than English and mathematics to support the development of pupils' literacy and numeracy skills**

31. The basic skill of literacy is taught well and the basic skill of numeracy is taught satisfactorily. Many teachers are skilled and make good use of a range of subjects to extend pupils literacy and numeracy skills. This is not planned well enough however, and as a result many opportunities are missed to develop these skills through other subjects. Teachers are aware of this and several coordinators are planning to improve this as the long term curriculum planning is reviewed next year.
32. The strengths in the teaching outweigh the areas for improvement. The headteacher is monitoring the quality of teaching and learning and is well aware of what needs to be done to raise the overall quality of teaching.
33. In the last inspection the use of ICT was an area for improvement. Teachers now make satisfactory and sometimes good use of ICT to help pupils' learning. For example, using spreadsheets to display the results of a survey or using a word processor to enable pupils to complete well-presented pieces of work for display. However, ICT is not used enough to support learning in science.
34. The school places a high emphasis on teaching information and communication technology (ICT) skills and these are taught satisfactorily. This is an improvement from that noted at the time of the last inspection. As a result pupils learn effectively.
35. Homework is given throughout the school although it is variable in its quality and the contribution it makes to pupils' learning. Where it is well planned and linked to the work that pupils are doing in class, homework makes a good contribution to learning. All pupils should take home a book to read from, but examination of pupils' reading records shows that the use of this is inconsistent and not all teachers check it regularly enough. Taking all factors into consideration, homework makes a satisfactory contribution to learning in most classes. However, improving the consistency of homework so that pupils in all classes benefit equally is a minor area for improvement.
36. The high percentage of good teaching for pupils aged 5 to 7 years results in good learning by this group of pupils. Pupils aged 7 to 11 years learn satisfactorily but the level of learning in Year 6 is good.
37. Pupils with special educational needs are taught satisfactorily. They are often supported well in classes in a variety of ways. In particular, teaching assistants support these pupils well, but there are times when learning support assistants could



be more active in helping pupils especially during teacher-led whole-class sessions. In some lessons, especially in mathematics, teachers do not always provide an easier starting point for pupils who need it. Teacher use the resources they have in the classrooms, but there is no stock of separate special educational needs learning resources. There are times when it would be more appropriate for the coordinator to plan specific programmes of work for pupils but the current staffing arrangements makes this sort of development difficult.

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

38. The quality and range of the curriculum provided for children in the Foundation Stage is unsatisfactory. Not enough attention is given to planning opportunities for children to initiate their own learning through organised play. The provision for children physical development is unsatisfactory with not enough opportunities for children to engage in physical activities suitable for their age.
39. The curriculum in Key Stages 1 and 2 meets statutory requirements. The quality and range of opportunities provided are satisfactory with some good and some very good elements. The National Literacy Strategy has been introduced effectively. The National Numeracy Strategy has been introduced satisfactorily although there remains room for improvement. A nationally produced scheme of work is used for all other subjects including Information and Communication Technology (ICT); this is an improvement from the time of the last inspection when there was no consistent programme of work for ICT.
40. A long-term plan has been written for all subjects but there is not yet a whole curriculum overview to enable links between subjects to be planned systematically. Some teachers take advantage of opportunities to link different areas of learning such as using ICT programs in art and mathematics or science. A good example of this occurs when Year 1 pupils are learning about forces such as pushing and pulling in science, then go on to make their own models of playground swings and slides in design and technology. A good range of additional curriculum opportunities enriches pupils' learning outside of classes. Teachers use the local environment to enrich pupils' classroom work as well as going further afield to places such as Bath and Carding Mill Valley. Visitors to the school including Theatre Companies and a Gospel Choir provide additional learning experiences. The school ensures that all pupils regardless of ability, gender or ethnicity have equal access to the opportunities it provides.
41. The arrangements for Personal, Social, and Health Education (PSHE) including drugs education are satisfactory. A published scheme of work is available for teachers to follow but there are inconsistencies in the way that it is being used. The programme of work is taught partly through other subjects; pupils learn about the importance of diet in science, for example, and about the effect of exercise on their bodies in both science and physical education. However, the headteacher has ensured that specific time is set aside each week to deal with the important issues in this area of the curriculum. The arrangements for sex education are no more than adequate. The headteacher is aware that this part of the school's provision is in need of review and is planning a full consultation process with parents and governors.
42. The provision for pupils with special educational needs (SEN) is satisfactory overall with some good aspects and is coordinated by an extremely committed teacher. Teachers write individual education plans, monitored by the coordinator, for all pupils

- with SEN. The coordinator is aware that the quality of the plans is variable and wants to improve the quality of the writing of individual pupils' targets.
43. The range of extra-curricular opportunities provided by the school is limited but there are examples of very good quality activities including a new Bhangra dance club and football coaching offered by instructors from Wolverhampton Wanderers. A residential trip is organised once every year for pupils in Year 6. Year 2 pupils and some Year 1 pupils visited Kingswood Nursery Infant Centre for an overnight stay. These visits make a good contribution to pupils' social development.
  44. The school makes satisfactory use of the facilities in the local community; for example, looking at the effect on local housing and jobs if major road improvement is undertaken. There are very good links with three neighbouring secondary schools which include links with Wolverhampton Girls High School for modern foreign languages, St. Peter's Collegiate School for information technology skills and Kings School for art projects. The school has very strong links with Broadmeadow Special Nursery School, which enable children from both schools to mix together each week. This adds to their understanding of each other's needs and their social development. Staff from both schools meet regularly for curriculum support and the exchange of ideas.
  45. The provision for the spiritual, moral, social and cultural development of pupils is good overall. This is in line with the findings of the previous inspection.
  46. Provision for pupils' spiritual development is satisfactory. Teachers receive and value pupils' ideas and encourage them to develop feelings of self worth. In subjects such as art staff provide opportunities for pupils to develop a sense of wonder at the beauty of creation, for example in the display of Year 1 paintings to illustrate the poem entitled 'The Seed' by Aileen Fisher. Collective worship meets statutory requirements and there is provision for pupils to learn about the celebrations and beliefs of other faiths in religious education lessons. Pupils are encouraged to be proud of their own religious beliefs and feel confident in expressing their views. However, many of the opportunities occur spontaneously and the provision for this area is not planned systematically. There are too few planned opportunities in some classes for pupils to ask questions and express their own thoughts ideas and concerns.
  47. The provision for pupils' moral development is good. The class rules are clear and well understood by pupils. All pupils are taught the difference between right and wrong. Staff encourage pupils to discuss incidents and in so doing foster values of honesty, fairness and respect for others. Teachers encourage pupils to discuss moral issues such as conservation as seen in a display of pupils' poems about the whale. Pupils gain an awareness of others less fortunate than themselves through support of charities such as Red Nose Day, the Poppy Appeal and a local hospice.
  48. Provision for the social development of pupils through the daily life of the school and its link with Broadmeadow Special Nursery School are good. Adults provide good role models in their relationships with pupils and pupils are encouraged and helped to think of others through the weekly visits by some of the children from the special nursery school. Opportunities for social development are also provided by residential visits for pupils in Year 2 and Year 6.
  49. Pupils learn and appreciate their own and other cultures well. Pupils' home languages are celebrated through displays in Years 1 and 2. In geography pupils have good opportunities to talk about their home countries. In religious education lessons some teachers draw upon the personal experiences of pupils and their families to inform the

class about different religions. Local British culture is celebrated. History lessons have included work on the Vikings and changes in the way we live since 1948. Visits have been made to the Black Country Museum and Cadbury World. Visits have also been made to places of local interest such as Telford Park and Cardingmill Valley. Other cultures are celebrated, for example pupils have made Barong masks used to depict characters in Balinese dancing. Theatre groups, a storyteller and an artist in residence have visited the school to add to pupils' learning. However, too few opportunities are provided to celebrate culture through the arts, for example through visits to Art Galleries or through music.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

50. As found at the time of the previous inspection, the school works hard to provide a happy and secure environment where pupils from all ethnic backgrounds are supported and valued. Teachers know their pupils well and achievement is celebrated encouraging pupils to develop self-esteem. Parents are confident in the school's ability to support and guide their children.
51. The school's behaviour policy is under review to develop a whole school approach to procedures that promote good behaviour. Currently procedures used are not consistent throughout the school. Most individual teachers have good procedures for managing behaviour in their own class. They set clear rules and apply them consistently. However, the approach varies from class to class. As a result the overall management, although promoting good behaviour, is inconsistent and could be better. A more consistent approach would help those teachers who find behaviour management more difficult and support mid-day supervisors more effectively in their approach to behaviour management. Staff deal effectively and swiftly with any reported incidents of bullying. Pupils and parents are supportive of the school's approach to bullying.
52. The procedures for monitoring attendance are satisfactory. Registers are called at the beginning of every session and any absence is consistently followed up. However, extended holidays taken in excess of the four weeks suggested by the local authority as the maximum allowable are not being recorded as unauthorised absence. This is a minor area for improvement.
53. The training for child protection is up-to-date and the procedures follow those laid down by the area child protection committee.
54. The governing body approves the school health and safety policy and regular risk assessments are undertaken. This is an improvement since the previous inspection. However, the effectiveness of assessments is unclear. A number of health and safety issues were drawn to the attention of the school. All necessary checks on equipment are up to date. First aid boxes are appropriately stocked and sited and parents are kept well informed of any accidents and treatment given.
55. The arrangements for assessing pupils' attainment and progress are satisfactory and the school has made a satisfactory start to using this information to guide its planning. Teachers use agreed methods to assess pupils progress and in the best practice in the school these methods help teachers monitor progress on a day-to-day basis and to change their plans according to the progress that pupils are making. In some classes these arrangements are no more than adequate and there is no clear connection between the aims of lessons, the marking of pupils' work and the recording of attainment. There is a whole school recording system that uses the results of annual tests together with other information such as reading ages. Using this system,

groups of pupils who may need extra support are identified. A recent development is to look at the effectiveness of the support being given by analysing the progress made by individuals and groups who have received extra support including those with special educational needs. The system is beginning to work well but has not yet been used to analyse the attainment of different ethnic groups. A new electronic system is in place for teachers to regularly record assessment information using key learning objectives. Teachers are only just beginning to use this system.

56. The arrangements for assessing pupils' progress and using the information are stronger in English than in mathematics. Teachers meet together regularly to agree levels of quality for pupils' writing, they set individual learning targets for pupils in literacy and provide different levels of work according to ability. In mathematics there are inconsistencies in the effectiveness of teachers' assessment procedures and this leads to some pupils not being provided with the appropriate challenge. The setting of numeracy targets for pupils is inconsistent. The arrangements for assessment in other subjects are satisfactory.
57. The arrangements for identifying and assessing pupils with special educational needs are satisfactory with some good aspects. The school keeps a list of pupils 'causing concern, although there is no requirement under new regulations for them to do so. This practice allows teachers and the special educational needs coordinator to monitor pupils whose progress appears to stall, or those pupils who appear to be unhappy. This is especially important in view of the high percentage of pupils who move into the school. Teachers or parents reporting concerns may identify pupils as having special educational needs. The coordinator and teachers decide whether pupils are meeting their individual targets, whether their needs can be met with the school or if pupils need to be placed at the 'school action plus' stage when outside support is arranged.
58. The effectiveness of the school's educational and personal support for pupils with special educational needs is satisfactory overall with some good elements. Teachers write the 'Individual Education Plans' (IEPs) for pupils with special educational needs. Most teachers have only received in-school training for this and therefore the quality is variable. In the better IEPs the pupils' targets are very specific and have a defined time specified in which they should be met. IEPs are formally reviewed termly. However, the targets in some plans are not sufficiently specific and not broken down into measurable parts, and so it is difficult to measure whether some targets have been met effectively enough. The IEPs include targets for improvements in behaviour and confidence building as well as academic targets. Some plans have specific resources or learning strategies defined but this is not a consistent feature. The coordinator monitors all IEPs and recommends modifications when necessary. The coordinator has identified the improvement of the writing of learning targets as a priority.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

59. The information provided by the school is good and an improvement on that provided at the time of the previous inspection.
60. Parents indicate that they are pleased with what the school provides and have confidence in the ability of the school to meet the needs of their children. The headteacher's termly newsletters keep parents well informed about what is going on. Parents find the termly parent-teacher consultation meetings give them a clear picture of how their children are progressing. They know that they can talk to teachers at any reasonable time and they feel welcome in school. The prospectus provides a useful

practical guide to the school. At present parents are not provided with written information on the curriculum to be studied each term.

61. Annual progress reports contain appropriate information on what pupils know and can do and areas for development, indicating how parents can help their children at home. Written information is not available in translation but parents are made aware that, if they find any difficulty, verbal explanation will be given by the school. The pupils' homework book is not always well used and inspection evidence supports the views of parents that homework is given inconsistently. The school holds weekly sessions for parents to enable them to improve their English skills and better support their children's learning. An after school care club provides valuable assistance to working parents.
62. Parental involvement in the school and their contribution to learning at home is satisfactory. Parents are encouraged to play an active part in the life of the school and a small number of parents help regularly in classes. Staff much appreciate this help. School events such as class assemblies, harvest celebrations and the Christmas production are well supported by parents. Fund raising undertaken by the school, aided by parents, helps to raise funds, which enable the purchase of additional resources to enhance learning.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

63. The overall leadership and management of the school are good. The recently appointed headteacher provides very good leadership and is well supported by the very new deputy. A dedicated and hard working staff team who work well together are committed to improvement. This is a key strength of the school and ensures a very good capacity to succeed. In recent months the school has moved forward considerably in many areas. Policies have been developed and agreed for most aspects of the school's work and effective systems have been established to ensure that all staff are enabled to contribute to the school's development. As a result many of the subject co-ordinators are new to their roles and, while some provide good leadership and are very clear about developments needed in their subjects, others have yet to develop their roles. The management of the Foundation Stage is unsatisfactory.
64. The governing body has a number of new governors and all are keen to support the school and make improvements. However, the minutes of the governing body do not give a clear picture of what is discussed at meetings. This makes it difficult for new governors or those who miss a meeting to know what the discussion was about. The procedures for governors to inform themselves about the strengths and weaknesses of the school are not sufficiently robust and as a result the governing body does not know the strengths and weaknesses of the school well enough. Until the appointment of the new headteacher this year the governors did not have a school development plan for several years. The new headteacher has produced a useful plan that highlights most of the areas needing improvement. It is wide ranging and reflects the intention to provide high quality learning in all aspects of the school's life. However, the plan at present lacks sufficient clarity on the governors' priorities regarding the following points: how deficiencies in the accommodation and resources are to be addressed; how all the different activities are to be supported financially; and lastly what the implications are in all of this for staff training. Governors are aware that this is an area for improvement and have already started to deal with the matter.

65. Budgets are set in accordance with statutory requirements but the budget information supplied to governors is too detailed and is not presented in a way that makes it accessible to those who do not have a financial background. This is a minor area for improvement. It is some considerable time since the local authority carried out a financial audit and therefore governors cannot easily assure themselves that all procedures are followed correctly. Inspection evidence indicates that suitable procedures are in place in the school office but without audit documents no comment can be made on whether these procedures meet requirements. Specific grants and funds are spent appropriately. Capital grant has been held over to this year to allow a refurbishment programme to begin and governors are taking steps to ensure 'Best Value' in this expenditure. However, the implementation of Best Value in other areas of major expenditure is in an early stage of development.
66. The headteacher and key staff monitor and evaluate lessons and the information gained has enabled them to determine how the curriculum should be developed and is already helping to raise standards. The headteacher has taken very good action, when it has been necessary, to ensure the best possible provision for pupils. The effective system in place for the appraisal and performance management of teachers and staff is supportive. New staff, including those new to teaching are introduced to the school and supported well.
67. Staffing is well matched to the needs of the curriculum and to the particular needs of the school. Governors have ensured that some teachers and support staff are able to speak the home languages of many pupils and this is effective in improving learning. The work of support staff makes a very positive impact on the achievement of pupils. Arrangements to support newly qualified teachers are good. The school administrator and caretaker provide the necessary support that enables classroom staff to carry out their work effectively.
68. The accommodation provided is unsatisfactory. There are sufficient classrooms, a music room, a library, a good ICT suite and a large hall. Outside there is an adequate hard play area and a large field. However the outdoor play area for children in the Foundation Stage of learning is unsatisfactory. The enclosed space for the nursery class is not used and there is no separate area for reception children. The whole outside area of the school is untidy – weeds, last year's fallen leaves and litter provide an uncared for appearance. The inside of the school, although not recently refurbished, is clean but cluttered. Storage and display areas are unattractive and in need of improvement. For example, the entrance hall contains many out of date newspaper articles and areas around stairs are used for open storage.
69. Resources to support learning are adequate in some subjects but are unsatisfactory overall. The desks for pupils in the oldest classes are not suitable for the demands of the National Curriculum. They are heavy and rough and the surface area provided is too small. Learning is frequently inhibited by their limitations. Equipment for mathematics is unsatisfactory. Rooms for Years 3 to 6 are not carpeted and this increases noise. The library is not well stocked and is currently not used as a result. The physical education equipment is clearly more suitable for older children and there is no climbing equipment specifically designed for the youngest children.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to build upon the recent improvements and raise standards the headteacher staff and governors should:

- (1) Raise standards of attainment in reading, writing, mathematics and science in Year 2 and Year 6 (paragraphs 4 and 5) by:-
  - Making more effective use of assessment information to plan work matched to the abilities of all pupils, including the more able (paragraphs 10, 27, 28, 56, 102, 104, 108, 110, 114, 118, 141)
  - Plan more opportunities for other subjects of the curriculum to support the development of pupils' literacy and numeracy skills (paragraphs 9, 28, 31, 104)
  - Improving the quality of the library and making more effective use of it to support the development of reading skills (paragraphs 9, 68, 104)
- (2) Improve governors' understanding of the strengths and weaknesses of the school (paragraph 63) by
  - Reviewing the way in which governors receive and obtain information on the standards attained and the quality of education provided (paragraph 64)
  - Improving the quality of the minutes of meetings so that all governors have easy access to information (paragraph 64)
- (3) Improve quality and range of learning opportunities provided for children under five in the Foundation Stage (paragraphs 38 and 82) by:
  - Improving the management of the Foundation Stage (paragraph 84)
  - Improving teachers' understanding of the curriculum for children of this age (paragraph 84)
  - Providing more opportunities for children to choose their own activities and providing more structure to the play provided (paragraphs 85 and 94)
  - Providing more opportunities for physical development and improving the quality of teaching in this area (paragraphs 29, 93)
- (4) Improve the accommodation and resources by
  - Seeking ways to improve the classroom environment for Years 3 to 6 through decoration, provision of carpets and provision of furniture matched to the needs of the national curriculum (paragraphs 68 and 69)
  - Improving the condition of the library and other resources for teaching (paragraphs 69, 84, 105, 112, 130, 134, 142, 146, 151, 159)
  - Improving the provision for outdoor play for children under five and especially making sure that children in the reception class have easy access to this area (paragraphs 68 and 94)
  - Reviewing the arrangements for ground maintenance to ensure that the environment is safe and clean (paragraph 68)
  - Reviewing regularly the open areas of the school to ensure that they are free from clutter and displays on walls are up to date (paragraph 68)

A number of minor areas for improvement that the governors may wish to include in their action plan are identified in paragraphs 35, 52, 65, 117 and 159.

## The provision for pupils with English as an additional language

71. The provision for pupils with English as an additional language is good throughout the school. These pupils make up about 45% of the total school population. Of these 7.5 per cent of pupils are new to the English language. This includes several pupils newly arrived in this country.
72. The school's strategies for assessing and supporting pupils through targeted work with specialist teachers are good. In nursery and reception classes pupils make good progress in developing their speaking skills because staff uses pupils' home languages well to enhance pupils' understanding of English. Pupils who are in the early and middle stages of English language acquisition in Years 1 and 2 and those who are at a lower level in their English language skills in Years 3 to 6 make good progress towards their targets. For example, four pupils out of the five who received targeted support from the specialist teacher attained Level 2 in reading and writing in this year's tests and tasks in Year 2.
73. Pupils who are new to English language in both key stages make good progress in their speaking and listening skills. They can follow teachers' instructions but many of their responses are one-word answers. They show a sound understanding of the concept and knowledge of the aspects they are covering in lessons. One of the pupils in Year 6 who is new to English language could demonstrate ninety degrees turn while another newly arrived pupil in Year 2 can show how he made the two halves and that when he joins them together it becomes a whole. Although these pupils make good progress, their attainment still remains well below or well below those expected of their age nationally by Years 2 and 6 in most core subjects, but especially in English. Pupils who are more proficient in English language achieve well and their standards of attainment by Years 2 and 6 are in line with or in some instances better than that of pupils whose home language is English.
74. Where pupils have developed good speaking and listening skills, this is reflected in their writing and recording skills in other subjects. For example, in one of the lessons observed in Year 1, pupils are beginning to use linking words in their sentences such as 'after wards', 'next' and 'first;' to describe what they found out about plants on their visit to the park. In another lesson observed in Year 5, pupils who are developing a better understanding of the writing conventions in English could check and correct their work by adding appropriate scientific vocabulary and punctuation with some prompting from the teacher.
75. Pupils with English as an additional language participate well in lessons. They persevere with their tasks and are well behaved in lessons and around the school. The good relationships they have with their teachers, and the support they receive from staff, help them to be confident learners. They show respect for each other's views and contribute well in discussions. Pupils take pride in their work and generally their work is well presented. Their attitude to work is good and this helps them to achieve well.
76. The teaching and support offered by the specialist staff are consistently good throughout the school. The support offered by class teachers varied from satisfactory to good but overall it is good in all stages. Clear targets for language development and learning are identified and the specialist teachers keep a detailed record of pupils' progress, which is discussed with class teachers on a regular basis every week.



77. Teachers and the nursery nurse in reception and nursery classes use pupils' first language effectively to support pupils' speaking skills and their knowledge about the world around them. Throughout the school, teachers and adults provide good role models of the English language and this helps pupils to gain a sound grasp of the language structure. In the good lessons observed, teachers allow pupils who are developing an understanding of the English language structure, time to think their ideas through as they try to contribute in whole class discussions. This is particularly evident in Years 1, 2 and 6. In one of the science lessons observed in Year 2, the teacher encouraged pupils to share their questions for investigations, giving them encouragement as they tried to use the appropriate scientific vocabulary to explain their ideas.
78. Resources are used well to offer pupils visual and verbal prompts to develop their language skills alongside their knowledge about specific subjects. In one of the mathematics lesson in Year 6, the teacher used the resources well to demonstrate the concept of rotation and offered pupils who are in the middle stages of English language acquisition scale the opportunity to demonstrate to others the position of shapes after 90 degrees turn. The support teachers use their knowledge about pupils' prior attainment and their levels of English competency effectively to extend their learning and as result pupils make good progress. Although teachers and specialist staff use a wide range of strategies to involve all pupils, many of these involve working with the pupils with poor English language skills. There is less evidence that they are being given enough opportunities to work along side pupils who are more proficient in English language or those who are working at their level intellectually. This limits opportunities to support potentially higher attaining pupils.
79. Pupils with English as an additional language are given full access to all areas of the curriculum. The school uses the local education authority's language scale to identify and monitor pupils who are in the early and threshold stages of English language acquisition in Years 1 and 2. In Years 3 to 6, the school uses the National Curriculum levels for the middle and more advanced learners of English language because most of them are working with in the national curriculum levels. Pupils who are new arrivals to this country are assessed and supported by the central service as well as by the support teachers. Although teachers make good use of ICT to demonstrate and engage pupils in lessons, the possibility of using this provision to develop pupils' English language skills is not fully exploited.
80. The school uses the language expertise of staff to gauge pupils' skills in their home languages and seeks the assistance of out side help when this is not possible within school. Each support teacher (in consultation with the class teacher) sets targets for individuals and groups they support. As result of this consistent help in specific areas of English language pupils make good progress towards their targets. These are reviewed at the end of each term. The support staff evaluates the lessons to gauge the progress pupils make towards their targets and use this information for forward planning. However, the school does not use short term targets to involve pupils in their own learning. There is a need to set short term targets and share these with pupils so that they can check their progress against these targets on a regular basis and take greater responsibility for their own learning. The school has just started analysing tests results based on specific ethnic groups. This is in its early stage of development. The assessment procedures to identify and support pupils are sound, overall. The use of day-to-day assessment and the use teachers make of this information for forward planning are effective and as result pupils make good progress.

81. The headteacher together with the senior management monitors the effectiveness of the provision. There are regular meetings organised between the support teachers and the headteacher every term. The school has used specific grants effectively to offer pupils targeted support. It has established effective links with parents. The school also works in partnership with other institutions to offer parents the opportunity to learn English. The specialist teachers attend regular in-service training and share their expertise with the rest of the staff in staff meetings. However, as yet there is no in-service training offered to the rest of the staff about teaching English as an additional language. The resources to support pupils with English as additional language are satisfactory and staff and pupils make good use of them.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	18	17	3	1	0
Percentage	2	15	38	36	7	2	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	212
Number of full-time pupils known to be eligible for free school meals	0	81

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	107

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	106
Pupils who left the school other than at the usual time of leaving	76

### Attendance

#### Authorised absence

	%
School data	6.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*  
N.B The absence data is affected by the way in which the school marks the attendance of those pupils on extended holiday

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	12	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	6	6
	Girls	8	7	9
	Total	15	13	15
Percentage of pupils at NC level 2 or above	School	60 (62)	52 (69)	60 (65)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	6	9
	Girls	7	7	8
	Total	14	13	16
Percentage of pupils at NC level 2 or above	School	56 (62)	52 (69)	64 (65)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	15	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	12	14
	Girls	9	12	13
	Total	15	24	27
Percentage of pupils at NC level 4 or above	School	68 (70)	71 (52)	79 (74)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	15
	Girls	12	12	13
	Total	22	24	28
Percentage of pupils at NC level 4 or above	School	65 (70)	71 (52)	82 (74)
	National	73 (72)	74 (74)	82 (82)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	28	0	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	12	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	69	0	0
Asian or Asian British – Pakistani	37	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	18	0	0
Black or Black British – African	4	0	0
Black or Black British – any other Black background	2	0	0
Chinese	0	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	1	0	0

*The table refers to pupils of compulsory school age only. It gives the number of ex1clusions, which may be different from the number of pupils excluded.*

## Teachers and classes

### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	22.5
Average class size	30

### Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	76.75

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	12

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Financial information

Financial year	2002
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	£
Total income	473,100
Total expenditure	459,989
Expenditure per pupil	2166
Balance brought forward from previous year	53,737
Balance carried forward to next year	40,000 *

\* estimated carry forward detail not available

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	264
Number of questionnaires returned	56

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	0	2	2
My child is making good progress in school.	54	38	4	0	5
Behaviour in the school is good.	50	41	2	0	2
My child gets the right amount of work to do at home.	27	46	13	4	11
The teaching is good.	50	45	4	2	0
I am kept well informed about how my child is getting on.	54	39	5	0	2
I would feel comfortable about approaching the school with questions or a problem.	59	34	4	2	2
The school expects my child to work hard and achieve his or her best.	63	30	2	0	5
The school works closely with parents.	34	46	7	0	13
The school is well led and managed.	48	48	2	0	0
The school is helping my child become mature and responsible.	50	45	2	4	0
The school provides an interesting range of activities outside lessons.	29	41	13	0	18



## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

82. There has been deterioration in the provision for the youngest children since the last inspection when it was found to be satisfactory with good teaching. Although there are some satisfactory aspects in the nursery and reception classes, the curriculum now offered is unsatisfactory in terms of the balance between adult and child selected activities, particularly in the reception class, where the provision for outdoor play is inadequate for their needs. Children enter the nursery at the time of their third birthday and enter the reception class either in the September, or in the January, after their fourth birthday. There is a good induction process and a new welcome booklet has been devised for parents in September.
83. Parents feel welcome in the nursery and reception classes and receive good information. However the end of year reports do not indicate to parents whether children have met the expected levels in the areas of learning at the end of the reception year. This is a requirement for the end of a key stage. The nursery has recently started to send books home but most children say they are not read to at home. Reception children also take books home and most read with their parents.
84. The management of the Foundation Stage is unsatisfactory because the co-ordinator has not yet developed her role in terms of monitoring or evaluating the work. She is not fully aware of the principles that should underpin a good early years curriculum, particularly in terms of the adult-child balance and the provision for outdoor play. The two classes are well staffed and the teachers and support staff work well together. The provision of general and EMAG<sup>4</sup> support staff makes a significant impact on the progress. The indoor accommodation and resources for learning are satisfactory but the lack of enclosed and accessible outdoor space is unsatisfactory. The only physical education equipment available is too large for Foundation Stage children so provision here is unsatisfactory.

#### **Personal, social and emotional development**

85. Most children enter the nursery class with immature skills in personal and social development but the staff put a strong emphasis on support for this area of learning and children make good progress. In both nursery and reception classes children are helped to work and play together and quickly learn to share and take turns. The adults provide good role models for the children and treat each other and the children with courtesy and respect. They foster friendly and trusting relationships and help children begin to understand the needs of others. Most children are interested in their play and learning and can concentrate for increasing periods of time. However, the lack of structure to the play curriculum in the nursery class sometimes results in children moving rapidly from one activity to another, leaving equipment behind them. In the reception class children concentrate well in teacher directed lessons but are not given enough opportunity to work for sustained periods on tasks they have chosen for themselves. This limits opportunities for developing independence. Staff encourage children to help with tidying up at the end of the session and many are able to do this.

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<sup>4</sup> EMAG Support for pupils with English as an additional language (EAL) is funded through the Ethnic Minority Achievement Grant (EMAG). Schools receive funding under this grant related to the number of pupils with EAL. Some of the teachers and support staff funded under this grant are employees of the local authority and not direct employees of the school.

Although much good teaching takes place in this area of learning, the lack of focus on child directed work means that teaching is satisfactory overall.

### **Communication, language and literacy**

86. A high number of children do not have English as their first language and attainment in this area of learning on entry to the nursery is well below that expected. Staff give a very high priority to communication and language skills and ensure that all activities have a strong language focus. The quality of teaching is satisfactory overall but the high level of support provided ensures that children make good progress. However, attainment at the end of the reception class is still below the level expected nationally.
87. Staff provide good role models, using a range of appropriate language to develop knowledge of both vocabulary and sentence structures. In each class there are staff who can speak at least some of the children's home languages and this is an invaluable aid to ensuring that children understand what has been said. Children in both classes enjoy books and can sustain their listening throughout a short picture book story. By the end of the reception class most children have made good progress in listening and can concentrate for a short whole class literacy session when they are actively involved.
88. Children in the nursery class take a book home regularly but do not have the opportunity to share a book individually with an adult in school. They can talk about the pictures in a book but do not yet recognise initial letter sounds or words. By the end of the reception class most children have learned some of the expected high frequency words and some letter sounds and can read simple, familiar texts with a little support.
89. In the nursery class children enjoy drawing and tracing and some children in the reception year can write a few words with adult support although most are still at the early stages of writing isolated letters. When practising their handwriting children are not always encouraged to sit at a table and this does not support good habits for writing.
90. The school has decided to introduce the full literacy lesson during the last term in the reception class for those children for who it is appropriate. The reception teacher does not always correctly identify these children, but often provides the session for all. Many children are not yet ready for this style of learning and, as a result, many children, especially the more able, are not appropriately challenged in some lessons.

### **Mathematical development**

91. Children enter the nursery with few mathematical skills, but they make rapid progress as a result of the good teaching in this area of learning. They enjoy listening to number rhymes and most can recite numbers to at least 5, and some to many more. Children need support to count objects accurately but staff ensure that every opportunity is taken to develop this skill. Many children can identify and name two- dimension shapes by the end of the nursery year. By the end of the reception year, most children can count confidently to 20 and some can carry out simple addition and subtraction sums to 5 with a little support. They enjoy a lesson where they make clocks, numbering the faces, and practise "o'clock" (although few have yet fully grasped this). In the whole class session the class is counting in fives and the teacher allows a few children to continue to 100 – this is greeted with spontaneous applause! Many children are working within the early learning goals in this area of learning.

## **Knowledge and understanding of the world**

92. Children enter the nursery with a limited general knowledge and for many their lack of English makes it difficult for them to build on this quickly. Throughout the nursery and reception classes they begin to understand more about the place they live and how they and others grow from babies to adulthood. In the nursery they enjoy finding out how ingredients change when cooking and understand why they must wash their hands first. Most children can control a computer mouse to play games or use a simple draw program. Construction toys are a favourite activity and children build simple structures independently. No specific lessons were seen in the reception class during the inspection and activities related to this area of learning were incidental and of a very brief duration. As a result, a secure judgement on teaching in this area is not possible. The end of Foundation Stage profiles indicate that attainment in this area is just below the expected level.

## **Physical development**

93. Most children enter the nursery with physical skills in line with those expected for their age, although pencil skills are undeveloped in many. Opportunities to develop these skills are limited because the children in the nursery do not use the enclosed play area attached to the classroom. There is no enclosed area for the reception class. Although children in the nursery are taken regularly to the playground to use the large wheeled toys and small climbing train, this does not provide the necessary free access to outdoor play that is required for the youngest children. Reception children have even fewer opportunities for such play. The physical education equipment that is used for lessons is not designed for young children and is not always adapted sufficiently to enable it to be used safely. Children learn how to handle small objects appropriately and use pencils, scissors, paint brushes and glue spreaders accurately and safely. The quality of teaching observed in this area was unsatisfactory and the planned curriculum is also unsatisfactory

## **Creative development**

94. Children have many opportunities to develop their creative skills through role play, art and music, especially in the nursery, but in general their attainment is below that expected as they enter and leave the Foundation Stage. In the nursery class the role play area and art activities are always available and children enjoy using paint and collage materials. Many children demonstrate good skills in observational drawing, for example some very good drawings of bicycles form an attractive display. In the role play area nursery children enjoy playing house, but these activities are often limited by undeveloped language and social skills, many children preferring to play alongside rather than with others. Nursery children can sing simple songs and about half remember the words well. They can clap a simple rhythm and enjoy clapping the beat for their name. No creative activities were seen in the reception class during the inspection. Opportunities for role-play are limited to short fill-in sessions if children finish other work. The art work seen on display is very adult led and lacks variety. There are too few opportunities for children to choose painting and other art activities in the reception class and this limits the learning that can take place. Overall, teaching in this area is satisfactory although no secure judgement can be made on teaching in the reception class.

## ENGLISH

95. Standards in English have been maintained since the last inspection and have risen since a drop in 1999. Overall, pupils in Years 3 to 6 achieved standards in line with expectations in 2002 and at the time of the inspection most pupils were achieving, or close to, the expected level. The standards achieved by pupils in Years 1 and 2 were well below expectation in 2002, but they have risen significantly this year. However, very few pupils achieve the higher levels in the tests for seven and eleven year olds and this reflects the very low standards on entry to school and the high number of pupils for whom English is an additional language. Given the limitations of pupils' attainment on entry, they do well to make steady progress and, when compared to prior attainment and schools in similar circumstances, achievement is good. The results are a slight improvement from those at the time of the last inspection.
96. Throughout the school, staff work hard to ensure that pupils have many opportunities to develop their skills of speaking and listening. The work of the teachers employed under the Ethnic Minority Achievement Grant (EMAG) and the work of the support staff has a significant impact on the progress made by pupils with English as an additional language. Often teachers and support staff use pupils' home languages to aid understanding and then repeat what they have said in English. In Year 1 pupils are given time to share their news and the teacher asks questions to extend what they say. In Year 2, the teacher reminded pupils to use complete sentences and encouraged clear diction during a religious education lesson. Teachers use good levels of subject related and general vocabulary in all lessons, and pupils are encouraged to ask if they do not understand a word. In Year 4, pupils enjoyed playing with language as they wrote an advertisement for a 'talented teacher' suggesting 'marvellous maths' and 'exciting English' and showing appreciation of the possible exaggeration. Year 6 pupils show a good level of language in their poems about whales:

***"Grieving, sadly  
As the whale drops down  
It stops its mournful tune  
Its eyes begin to close  
Sadly he remembers he's all alone."***

97. Pupils make steady progress in reading as they move through the school and many attain standards at or close to those expected, although very few achieve the higher levels. By the end of Year 2, most pupils can read a simple text independently and many are gaining fluency and expression. They use their knowledge of words they recognise on sight and letter sounds and are willing to 'have a go'. They show a satisfactory level of understanding of what they are reading, but sometimes their lack of knowledge of the English language inhibits their ability to make predictions and inferences. They enjoy reading and can talk about their favourite authors. By the end of Year 6 most pupils read independently and cope well with more complex texts. They can describe different genre and express preferences. Pupils of all abilities enjoy reading and are high in self-esteem. They are able to talk about how the library system works but library skills and the skills of skimming and scanning text are undeveloped. More advanced comprehension skills are affected by the difficulties some pupils have in understanding the nuances of the English language.
98. Attainment in writing is below average throughout the school, although lower year groups are now making more rapid progress and standards are rising. The school has decided to give extra time to writing to enable pupils to practise the skills they are learning in literacy lessons and this is effective in raising standards. Pupils develop

their knowledge and skills as they move through the school. In Year 1, most pupils can write 2 or 3 sentences using words they know, plausible invented spellings and basic punctuation. By the end of Year 2, they are beginning to understand different styles of and write letters, book reviews, reports stories and simple poems. This progress continues and by the end of Year 6, most pupils are able to write confidently, spelling most words accurately as they compare the work of different authors. They also write evocative poetry about the whale, linked to their work on conservation, showing a very good use of language.

99. Standards of handwriting and presentation show considerable improvement as pupils mature and by Years 4 and 5 most write using a neat cursive style. A new published scheme has been purchased to support the teaching of handwriting in the earlier years and this needs to be systematically implemented, starting in the Foundation Stage classes. Spelling is slightly below expected levels throughout the school but pupils systematically learn basic and more complex spelling patterns as they progress. Teachers' marking is supportive but, although there are some examples of good practice, sometimes it is not made clear to pupils what is good about their work and how it could be improved.
100. Pupils with special educational needs are well supported in English lessons. The tasks offered to them are appropriate and support staff and teachers are effective in providing the support they need to learn. These pupils make steady progress.
101. Pupils with EAL are also well supported and the specialist staff make a significant impact on their ability to make appropriate progress including those at an early stage of learning English.
102. Teaching in English lessons is good and half the lessons observed were very good. This is reflected in the progress being made by all pupils. Teachers have a good understanding of how to teach reading and writing and take every opportunity to develop speaking and listening skills. They use interesting and varied vocabulary to promote pupils' interest in new words and introduce the correct grammatical terms. All staff ensure that pupils have understood tasks and encourage them to think. Many opportunities are provided for pupils to discuss their ideas in pairs or small groups and this encourages all to contribute. Teachers' planning carefully ensures that pupils are well supported and offered appropriate tasks although in some lessons there is insufficient challenge for more able pupils. Staff use their own enthusiasm to encourage pupils and lessons are often fun. In most classes pupils' behaviour is managed well and there are clear expectations of good behaviour.
103. Pupils behave well in English lessons and the majority have positive attitudes to learning. They concentrate well and work is usually completed. In many lessons pupils collaborate and co-operate well with each other and they are developing a good level of independence in their work. Some pupils find it difficult to sit still for whole class work and can be restless, but they are not allowed to disrupt the rest of the class.
104. The school offers all pupils an appropriate English curriculum although library skills are not currently given enough priority. The National Literacy Strategy has been implemented well and adapted appropriately to support effective learning. An additional weekly lesson on extended writing provides all pupils with time to practise their skills. However, not enough use is made of subjects such as geography, history and religious education to develop writing skills. Pupils take books home regularly and many read every day, however there are few opportunities for pupils to read to an adult

in school, outside of group reading times in lessons, especially in Years 3 to 6. The clear school policy for English indicates how homework (including reading and spelling practice) will be set and used to support progress. Pupils' progress is tracked carefully and action is taken to support individual needs: individual pupils have personal targets and groups of pupils receive additional literacy sessions. However, there is no whole school system to monitor what each pupil knows and can do, and record keeping at a class level is inconsistent.

105. The management of English is good. The co-ordinator is knowledgeable and enthusiastic and has a clear view of the strengths and needs in the subject. She monitors teachers' planning and observes lessons to inform her priorities for development. She has carried out an audit of resources and discarded many that were unsatisfactory in content or condition. She has prioritised the purchase of resources to support lessons but is aware that the book stock for home reading contains many old fashioned texts and needs updating. The school plans to refurbish and restock the library next year to enable pupils to re-commence library lessons.

## **MATHEMATICS**

106. Over half of Year 2 pupils achieve standards of work that meet national expectations. However, too few pupils exceed these expectations so that standards overall are well below average. Overall, standards achieved by pupils in Year 6 are also well below average although about half of this age group have the skills, knowledge and understanding expected of them. Standards are slightly higher than the results of the national assessments at the time of the last inspection.
107. The quality of teaching in Years 1 and 2 is good and, as a result, pupils including those with special educational needs are making good progress. Most of the work they do is at an appropriate level for their age. They do addition sums with numbers up to 20 and are beginning to understand the place value of tens and units. They understand a half and some can work out a half of small quantities. Pupils do simple subtraction and are beginning to be introduced to multiplication. They carry out practical measuring tasks and construct simple block graphs. Some pupils need support to carry out tasks and are unable to use their skills and demonstrate knowledge and understanding when working completely independently.
108. Teachers in Year 1 and Year 2 manage the lessons well. They deal sensitively and appropriately with pupils who have behavioural and emotional difficulties so that there is minimal disruption to other pupils learning. Relationships between teachers, other adults and the pupils are very good. Teachers use the time available in lessons well and use praise extensively to motivate pupils and all pupils' contributions are valued. As a result pupils work hard. Inspection evidence shows that the pupils have been very productive through the school year although there tends to be an overuse of worksheets, which means that pupils are missing opportunities to improve their own recording skills. Pupils with special educational needs and those with English as an additional language are very well supported. Learning support assistants work hard to make sure that these pupils are attentive during teacher-led sessions and that they are following the lesson and learning. When working in groups, pupils who have learning difficulties may be attempting tasks similar to other pupils but they are well supported by the teacher or classroom assistant. There are examples of more capable pupils being offered more challenging work, but there is room for improvement in this aspect of teaching. Teachers use computers well to support and extend pupils' learning. Teachers have a good knowledge and understanding of the subject and of the approaches to learning that will lead to higher standards.

109. There is evidence of good and even very good teaching in Years 3 to 6, but overall the quality of teaching is satisfactory. The management of lessons is variable, ranging from very good to unsatisfactory. In the majority of classes it is good. There are a number of pupils whose behaviour is challenging and potentially disruptive. Whilst most teachers are skilled at managing this behaviour there are others whose range of strategies is limited and consequently they have to work very hard to maintain the pace of lessons and make sure that everyone is attentive. Teachers use praise effectively to motivate pupils and use the time available in lessons well so that during the course of the year pupils in all classes have produced lots of recorded work. In one very good lesson the teacher made sure that everyone was involved by asking pupils to use small whiteboards so that everyone had to work out the answers and show them to the teacher. During the inspection no 'mental warm ups' (when teachers use rapid fire questions to improve pupils' mental mathematics) were observed although teachers' planning shows that these sessions do take place. However teachers were observed using good questioning skills and there were good examples of teachers inviting pupils to the front of the class to demonstrate different aspects of learning. Computer programs are used effectively to support pupils' learning.
110. Teachers in Years 3 to 6 have identified groups of pupils of different abilities and during the inspection there were examples of different tasks being set for these groups. However, work in pupils' books shows that there are too many occasions when pupils of all abilities are starting tasks at the same level of difficulty. Teachers explain the aims of each lesson but pupils do not routinely write these in their books and teachers' marking rarely refers to the aims. Marking is often just ticks or occasional remarks about presentation. These methods are not effective enough for teachers to monitor the progress of pupils and for pupils to be aware of their own learning. Teachers are beginning to use a new school system for recording the progress of pupils, but unless this is tied in to teachers' marking and assessment it will not have any impact upon the raising of standards. The support for pupils with special educational needs or those less capable in mathematics is sometimes good but overall satisfactory. Teachers are aware of the need to raise the self-esteem of some pupils and use praise and rewards generously. However, there are occasions when support staff could be more actively engaged in helping pupils and teachers do not always recognise that some pupils need an easier starting point for independent work.
111. Overall however, pupils, including those with special educational needs, make satisfactory progress so that by the time they are eleven most are tackling work that is appropriate for their age. They use decimal numbers and learn to multiply and divide these by 10, 100 and 1000. They tackle calculations and problems involving fractions, ratio and proportion and other problems involving the four operations of addition, subtraction, multiplication and division. They learn when it is appropriate to use calculators and when to use mental or written methods. Pupils know the names of two-dimensional and three-dimensional shapes and work out perimeters and areas of shapes. Different kinds of graphs including line graphs, pie charts and block graphs are constructed and information interpreted from them. Pupils know about the language of probability and some know how to express this using fractions. Many pupils need support to work at this level and are unable to use their skills, knowledge and understanding when working completely independently.
112. Some teachers are aware that the main programme of work currently in use does not offer enough guidance and support when they are trying to plan work for different abilities. The subject coordinator has only held the responsibility for a few weeks but has recognised this problem and has identified a number of areas for development including a review of teaching and learning resources. The development of the role of

coordinator is a key priority and there are plans to monitor the quality of teaching and the quality of pupils' work. The coordinator is very keen to raise standards and is aware that in order to do this the characteristics of the best teaching have to be adopted consistently throughout the school.

## SCIENCE

113. Teacher assessment results in science for Year 2 in 2002 were very low compared to the national average. The 2002 national assessments for pupils aged eleven were below average compared to all schools, but compared to similar schools they were above average.
114. Inspection evidence shows that at Years 2 and 6 current attainment is below average. The majority of pupils are working at a level at the expected minimum level for their age, but none achieve above this level due to a lack of challenge for more able pupils. This holds down overall attainment. When compared to their prior attainment pupils at both stages have made suitable progress and are achieving well. This is particularly noteworthy as both Year 2 and Year 6 have a high level of mobility with many pupils moving into and out of those classes. Boys and girls attain equally well but, as is shown by the assessment results, more able pupils do not achieve well enough. This is partly due to a lack of challenge for these pupils. Pupils with English as additional language who are at the early and middle stages of English language acquisition make good progress in both key stages. Pupils with special educational needs achieve well in relation to their prior attainment.
115. By Year 2, pupils know how to complete an electrical circuit. In Year 1, pupils can identify whether toys moved by push or pull whereas in Year 2, they are extending their knowledge about force by investigating which object went the furthest when pushed. Most pupils can measure the distance travelled using a metre stick and record and compare their findings. Year 2 pupils have a sound understanding of life and living processes. They can identify some of the plants and animals in the local environment. They are encouraged to pose questions for their investigations with support and guidance from the teacher. Although most pupils can describe how they went about planning their investigation, they found it difficult to draw conclusions from them. For example, most pupils could identify which vehicle went the furthest but they found it difficult to explain why this happened. Teachers encourage pupils to use appropriate scientific vocabulary when they are explaining and recording their investigations. However, only a few could use this well.
116. The knowledge and skills pupils acquired in Year 2 are extended effectively from Years 3 to 6. In Year 3, pupils are beginning to use the appropriate vocabulary related to plant growth. They recognise that plants provide food for animals. By Year 6, pupils can describe the feeding relationships in a food chain. Year 4 pupils know that movements depend on muscles in the skeleton. They are beginning to understand that some materials dissolve in water whilst others do not. Year 5 pupils have a sound understanding of many aspects of the junior science curriculum. By Year 6, pupils show a good understanding of life and living processes. They have a sound understanding of materials and their properties. Pupils can describe how shadows are formed and show how an electrical circuit works through diagrams and symbols.
117. Examination of pupils' work, however and discussion with them shows that investigative skills are well below average. This is a minor area of improvement and has already been identified in the school development plan. By Year 6, pupils can explain the steps they need to take to complete an investigation. They can use simple



equipment and a range of methods including bar graphs, drawings and grids to record their results and can interpret their data. However, many of the conclusions that pupils write are records of what they have observed rather than giving a scientific explanation of why it happened using appropriate scientific vocabulary. Discussion with a group of Year 6 pupils shows that although they can explain how they went about conducting some of their investigations, many found it hard to explain what they need to do to make their investigations fair. Most pupils knew that a test needs to be fair, but only a few can explain how to go about setting up a fair test.

118. The quality of teaching is good throughout the school and, as a result, most pupils make good progress. Teachers in both key stages have a good knowledge about the subject and use this effectively to explain the scientific principles in a way all pupils can understand them. Teachers pay particular attention to developing pupils' understanding of scientific vocabulary. For example, in a lesson observed in Year 4, the teacher underlined the scientific vocabulary pupils needed to learn in the lesson and encouraged them to use the correct terms as they explained what they had found out in the previous lesson. This was particularly helpful for those who are learning English as an additional language. There were some good examples where the teachers used their questioning strategies and tasks effectively to challenge the higher attaining pupils but this varies from class to class, limiting learning in some classes. All teachers and support staff have good relationships with their pupils and this helps most pupils, especially the less able ones to contribute well to whole class discussions. In one of the very good lesson observed in Year 2, the teacher helped pupils to pose questions for their investigations and encouraged them to work in groups to set up their own investigation based on what they learned so far about forces. In another lesson observed in Year 3, the teacher gave pupils the opportunity to undertake independent group investigations on transparent and opaque materials, pupils were excited to find out whether their predictions. However, although the teacher gave them instructions to use appropriate vocabulary, many pupils did not do so when explaining their investigation. Teachers in both key stages use the resources well to enable pupils to investigate their predictions group work and in demonstrating some of the scientific principles involved. This helps pupils to work collaboratively to plan their investigations and raises their enthusiasm for the subject.
119. All pupils have full access to the science curriculum. Although most pupils, especially in Key Stage 2, do less well in their scientific investigations, evidence from the lesson observed shows that teachers take particular care in encouraging pupils to use appropriate vocabulary and check their results against their predictions. The focused work on raising pupils' understanding of this aspect of science has only been introduced recently and this is one of the areas identified for further development. The school uses government's guidance to plan for science in different units. The teaching of science makes satisfactory contribution to extending pupils' knowledge and skills in some of the subjects. It is used well to develop and extend pupils' literacy and numeracy skills. It is used less well in developing pupils' ICT skills. For example there is very little evidence of the use of ICT to record and interpret data. Most marking contains evaluative comments about how well they have done on particular aspect of their scientific investigations, but very few give pupils the information on what they need to do to improve. Pupils present their work well, a clear indication of the high quality that teachers expect from them. Teachers assess pupils' work at the end of each unit. However, assessment procedures in science to identify short term targets and share this with pupils so that they can take ownership of their learning by checking their progress towards these targets is under-developed. Assessment is an area identified for further development.

120. The school has made sound progress since last inspection. There is an action plan for science, most aspects of which are being implemented. The responsibility is shared between the headteacher and the newly qualified teacher with a view to the teacher taking overall responsibility from September. The headteacher had the opportunity to monitor pupils' progress through the scrutiny of pupils' work, planning and observation of lessons. Appropriate actions are planned as result of the monitoring process. For example, raising standards of higher attaining pupils, raising pupils' investigative skills and further improving assessment strategies are the areas identified for further development. The school has already started addressing many of the issues. The resources are adequate for the delivery of the curriculum. The management of the subject is good, overall. With the new systems in place to monitor and improve the provision, the school has a good capacity to improve further.

## **ART AND DESIGN**

121. By the end of Years 2 and 6, pupils attain standards that are in line with national expectations, although inspection evidence shows that a small number of pupils attain standards that are higher than the expected level in drawing skills by the age 11, It was only possible to observe part of one lesson and therefore a secure judgement cannot be made on teaching. The standards are below those noted at the time of the last inspection.
122. The evidence gathered from the attractive displays around school, looking at pupils' work and discussions with the coordinator and pupils indicates that they make sound progress in developing their skills with a variety of media and techniques. Pupils with English as additional language in both Key stages make sound progress and their attainment by the age of 7 and 11 is in line with that of other pupils. Pupils with special educational needs make sound progress.
123. Pupils in Year 1 investigate making sculptures using natural materials. They choose and arrange different materials to create the desired effect. Pupils' portraits of themselves show how they use the lines, colours and shapes to draw what they have observed. These skills are extended effectively in Year 2. Pupils' drawings of what they have observed in the museum are good examples of this. They are beginning to explore different techniques and materials as they create their paintings and collages. Pupils draw from observations and make simple notes to help them finish the picture. Pupils in Year 2, show sound drawing skills as they try to draw the missing parts of printed images. In the areas it was possible to observe pupils make sound progress. Their skills in evaluating and developing their work are less well developed.
124. Pupils' knowledge and understanding of art techniques increases as they move up the school. Year 3 pupils' work based on Roman mosaics shows that they are extending what they have learned about colour and pattern in Year 2. However, in both Years 3 and 4, pupils do not have the opportunity to develop their drawing skills and their ideas through consistent use of sketchbooks. This limits the progress pupils make. Pupils in Year 5 are given the opportunity to discuss the feelings created by the landscape work of different artists. They choose colours and lines to create perspective. In Year 6, their drawing skills are systematically developed through opportunities to observe the style of different artists and from different cultures. Their plans for three-dimensional head gear shows that they can explore, develop and communicate their ideas through detailed sketches. This work also indicates how they used different colours and patterns to depict the images of fire and ice. A number of pupils have good observational skills and these pupils' attainments are above those expected for their age.

125. All pupils have equal access to different areas of the art and design curriculum. Art lessons are used effectively to consolidate and extend pupils' knowledge and skills in other areas of the curriculum. Year 6 pupils' interpretation of the poem 'The Sea' by James Reeves is a good example of this. Although there are some examples of the use of ICT to develop and gather ideas, this is an area that needs further development. The school is aware of this. Pupils from both key stages are given opportunities to learn about the work of famous artists and designers and art from different cultures. Teachers use the planning of the lessons to assess pupils' progress. But there is no whole school approach to assessment and recording of pupils' progress. This is an area identified by the school for further development.
126. The coordinator has done a lot of work to improve the provision. The school has reviewed the planning and the policy for art and design. She has produced a scheme of work for art by adapting the government's guidance to the needs of the pupils. She has had some opportunity to audit the planning and observe lessons. The school has made effective links with the local arts college and use their expertise to extend pupils' skills and knowledge in the subject. The coordinator is clear about the strengths and areas for improvement and provides a good educational direction for pupils and staff. The resources for art and design are good and pupils and staff make good use of them.

## **DESIGN AND TECHNOLOGY**

127. Standards achieved in Years 2 and 6 meet national expectations. This maintains the standards noted in the last inspection. All groups of pupils achieve satisfactorily.
128. It was not possible to observe any lessons during the inspection, but inspection evidence confirms that a full programme of work is planned and taught; pupils in Year 2, for example, make moving vehicles with simple axles and wheels. After discussing their ideas they choose the materials they wish to use and work with a partner to construct their own designs. In a project related to religious education they design a multicoloured coat for Joseph. They can cut out templates and make their design using paint and coloured paper. Year 2 pupils also stitch felt finger puppets. They describe the process of making their puppets by drawing and labelling the sequence of tasks. In good links with literacy, pupils write the instructions for making a sandwich.
129. Pupils in Year 6 have had the benefit of a very effective link with one of the local comprehensive schools. A visiting teacher led a food technology project to 'Design a Pizza'. Pupils designed the packaging, discussed and decided upon the ingredients, learned the method of cooking and when the pizzas were made they had a thoroughly enjoyable session of evaluating the success of their design. In another project, pupils design and make slippers. They begin by looking at a range of existing products and then work with a partner to construct a design brief. They make initial drawings and then a detailed design. They then work with a number of materials including foam and fabric and tackle a range of skills including measuring, cutting and sewing. Finally, they evaluate the design and making processes. The teacher took advantage of the opportunities for using literacy skills throughout this project.
130. The coordinator for the subject has only held the post for a very short while and has not yet made a start upon monitoring the quality of teaching in the subject or the standards of work produced. She is aware that teaching and learning resources are in urgent need of review including the accessibility of resources which is currently unsatisfactory.

## **GEOGRAPHY**

131. It was only possible to observe one lesson of geography during the inspection and so no secure judgement can be made on the quality of teaching. Examination of pupils' previous work and study of teachers' planning indicates that pupils' knowledge and understanding are in line with those expected at Years 2 and 6. Pupils' written work however does not always truly reflect pupils' knowledge and understanding due to the undeveloped literacy skills and the problems encountered by those with English as an additional language.
132. By Year 2, pupils know that people live in houses but that these vary around the world. They know that different parts of the world have different customs and cultures. Pupils follow the travels of 'Barnaby Bear' as he goes around the world and know that large oceans separate continents. Pupils understand that climates are different around the world and that this affects peoples' lives. Pupils study their own local area and make simple maps showing their journeys to school. ICT is used well to support this through planning routes using a programmable robot.
133. By Year 6, pupils engage in good quality debates about environmental issues such as erosion of coastlines. They link these studies well to their residential visit to North Wales where they study a different environment. Pupils carry out traffic surveys and use ICT appropriate to graph the results of these. The discussions in Year 6 about the implications of the effects of sea defences make a good contribution to pupils' spiritual moral, social and cultural development.
134. The subject is well managed by a knowledgeable coordinator who is seeking to extend the links between this subject and other areas of the curriculum. She has a good understanding of how to develop the subject and is starting to monitor standards of teaching and learning, for example by examining a selection of pupils' work from across the school. Resources are unsatisfactory; the range of atlases, maps and globes is limited and many books relating to this subject in the library are out of date.

## **HISTORY**

135. Standards of attainment in history are in line with the national expectations for pupils aged seven and eleven. Inspection evidence is taken from the lesson observations in Key Stage 2, analysis of pupils' work and discussion with the coordinator and pupils. The standards noted in the last inspection are maintained
136. By Year 2, pupils can place events and people in chronological order. In their work with time lines on their family members and school holidays, Year 2 pupils extend their historical vocabulary and sense of change over time. The younger pupils can place events in chronological order and are beginning to identify how things have changed from the past by comparing them with present day artefacts. Pupils in Year 2 increase their knowledge of people and events in the past by learning about the events of the Great Fire of London. Through their work on museum visits they begin to appreciate some of the ways in which they can find out about the past. However, pupils' understanding and analysis of events is not yet developed sufficiently.
137. Analysis of pupils' work indicates a lack of challenge for higher attaining pupils and as result many of them only manage to attain average standards. Pupils with English as an additional language make good progress in both year groups. This is because particular attention is given to developing their knowledge about historical vocabulary through targeted support by the support staff. But the attainments of those who are at the early stages of English language acquisition still remain below national

expectations. Pupils with special educational needs make satisfactory progress towards their targets.

138. In Years 3 to 6, pupils continue to build their chronological understanding and their knowledge about specific features of the period and societies they have studied. In Years 3 and 4, pupils develop their knowledge of periods in the past and how living conditions varied in different sections of society through detailed study of different periods such as Roman, Egyptian and Tudor times Year 6 pupils compare some of the major technological changes that have happened over this period and argue some of the advantages and disadvantages of these changes. Through their study of Victorian times, pupils in Year 5 use the time line to record the reigns of different Kings and Queens. They use a number of sources such as photographs, pictures and visits to gain information about the past. Many pupils can distinguish between primary and secondary sources.
139. Examination of work shows that most pupils make sound progress through out Key Stage 2. However, there is a lack of challenge for higher attaining pupils in some classes. Pupils who are new to English and who are in the middle band of language acquisition make good progress. This is because teachers take particular care in developing specific vocabulary related to the topic they are studying as well as offering pupils opportunities to extend their language skills through targeted support. Pupils with special educational needs make sound progress, overall.
140. From the lessons observed, it is evident that pupils enjoy history. They contribute well to class discussions. The way pupils take pride in their work by taking care in their presentation and their working habits observed in lessons indicates positive attitude to learning about history.
141. No secure judgement can be made on teaching in Years 2 and 6. The quality of teaching in Years 3 to 6 is sound with some good features such as strategies to involve all pupils in whole class discussions and the use of resources to enthuse pupils' interests. Teachers have sound subject knowledge and use this effectively to explain how and why things have happened. This helps pupils to gain a sound grasp of the events of the past. Teachers use effective strategies to support the less able pupils. However, strategies and tasks used to extend the higher attaining pupils are less effective. This has a negative impact on the progress they make. Pupils' work is well presented and this is an indication of the high expectations teachers have of their pupils. The marking of pupils' work varied from good to satisfactory and overall, it is sound. In almost all of the marking teachers' comments on what pupils have done well but give very little information to pupils on what they need to improve.
142. History lessons are used well to develop pupils' literacy skills. Sound links are established with other subjects. Planning is based on government's guidance. Teachers use end of units descriptors to assess pupils' progress. However, the recording of this is not always consistent. Assessment is one of the areas identified for further development. The coordinator has been in post since September. She has had the opportunity to observe lessons, but the monitoring role is in an early stage of development. Although the school has increased some of the resources, these are still inadequate to deliver the curriculum effectively. This is one of the areas identified for further improvement. The overall management of the subject is satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

143. At the time of the last inspection standards were deemed satisfactory but insufficient time was given to ICT. Standards observed during the inspection are average in Years

2 and 6. This maintains the standards noted at the last inspection. However, national expectations are now much higher than at the time of the last inspection so that these standards represent an overall improvement. All pupils achieve satisfactorily including those with EAL and those with special educational needs.

144. By Year 2, pupils are confident users of computers. They make good use of word processors and desktop publishing programmes to support their writing. Pupils access CD ROMS and the Internet for information and make good use of this to support learning in other areas. For example, Year 2 pupils presented a simple PowerPoint presentation to support their assembly on The Black Country Museum. However, the programs used for this work are more complex than those usually used with pupils of this age. The coordinator is aware of this and is reviewing other software. This was an issue at the last inspection and although more software is now available the resources for pupils of this age are still limited. Pupils make good use of ICT to support their work in geography by planning routes using a programmable robot.
145. By Year 6, pupils have covered all of the required elements of the programmes of study. They extend their skills in word-processing although not enough use is made of these to support pupils with EAL. Pupils search the Internet for information and access CD ROMs. They use ICT to communicate and link this to their literacy skills. For example a group of Year 6 pupils won a poem writing exercise working with other local schools. Pupils in each school wrote a verse of the poem and then emailed it to the next school to add another verse. This not only supported pupils' literacy skills, but also their spiritual, moral, social and cultural development.
146. Resources have improved significantly since the time of the last inspection. An ICT suite is now available, but although air-conditioned, it is very hot and unpleasant to use at times. Classroom computers are linked to the network and all have access to the Internet and email. However, the new program which links to the Internet and sends emails is cumbersome and difficult to use, even for the teachers. This makes teaching this aspect of ICT harder than it should be and limits pupils' learning.
147. The subject is well managed by a knowledgeable co-ordinator. She is supported well by a technician shared with one of the secondary schools. This is a very effective partnership. The coordinator is aware of the limitations on resources and has a suitable plan to improve them. She is new to the school this year but has already started to monitor standards of teaching and learning, although this is at an early stage of development.

## **MUSIC**

148. Pupils in Year 1 and 2, achieve the standards expected for their age. There is insufficient evidence to make a secure judgement on the standards achieved by older pupils or a judgement on improvement in standards since the last inspection.
149. Key Stage 1 pupils sing well in assemblies, and in a special assembly, Year 2 pupils performed a song confidently, maintaining the melody well. They can play a composition using un-tuned percussion instruments and voice to evoke a spooky effect. They can perform as a group, as one child points to the notation they have devised to record their composition. In lessons pupils in Year 1 and Year 2 show enthusiasm and clearly enjoy their music making. By the end of Year 6, pupils show that they can improve their performance, following the teacher's direction and demonstrating good control in their singing and playing rhythms and counter rhythms on percussion instruments. Year 5 pupils were observed singing a song in round but

they found this difficult without adult direction. There was no evidence seen of older pupils singing harmonies or playing tuned instruments.

150. Nearly all the teaching observed was good and there was one excellent lesson in which Year 2 pupils achieved good results and a sense of self esteem as a result of the high expectations and support of the teacher. However, in one Key Stage 2 lesson teaching was unsatisfactory because behaviour was not well managed and, as a result, pupils did not make progress in their learning. School staff are supported by a visiting pianist who contributes a good level of subject knowledge. Lessons are currently planned using a sound scheme of work and this ensures that the basic elements of the curriculum are covered. A new published curriculum will be introduced next year to provide more support for teachers' planning. Currently the breadth of the curriculum is not satisfactory because the learning resources are of a poor quality and there are too few opportunities for pupils to play tuned instruments.
151. The music co-ordinator is new to the role but she is enthusiastic and has a clear understanding of what needs to be done to develop the subject. As yet monitoring and evaluation of the subject is undeveloped and procedures for assessing the progress of individual pupils are informal. There is a music room that provides a satisfactory space for lessons, but resources for learning are unsatisfactory.

### **PHYSICAL EDUCATION (PE)**

152. It was only possible to observe three lessons during the inspection, so only limited judgement on standards of attainment and the quality of teaching could be made.
153. In the lessons observed, pupils showed enthusiasm for learning and teachers used methods to make sure that everyone including those with special educational needs was involved and active. During the inspection, pupils in Year 1 demonstrated that most have skills of control and coordination when batting, kicking, throwing and catching that are typical for their age. Pupils in Year 6 organise themselves well, work sensibly and demonstrate batting and throwing skills typical for their age. They also show that they are able to observe the work of others and suggest improvements. School records indicate that attainment in swimming meets national expectations for Year 6.
154. The subject coordinator has been absent from school for most of this academic year and the subject has not been a priority for development. However, the head teacher has ensured that a programme of study including dance, gymnastics and athletics is planned and taught, but there are no opportunities for younger pupils to have swimming lessons. However, the head teacher recognises the need for a complete review of the arrangements for swimming, as many pupils have no opportunities to learn to swim outside of school. Sufficient time is now included on the timetable for both indoor and outdoor PE lessons; this is an improvement from the time of the last inspection. Some classes have the benefit of tennis lessons led by coaches from the local tennis club.
155. Teachers use a nationally produced programme of work. There are other teaching resources available, but there is no whole-school agreement about how these are used. The school has the benefit of large spaces both inside and out for the teaching of physical education, but as reported at the time of the last inspection there is none of the usual marking of pitches for team games. An after school club for Bhangra dancing has recently been introduced. The only other extra-curricular opportunity offered for physical activity is high quality football training organised by the local football club Wolverhampton Wanderers.

## RELIGIOUS EDUCATION

156. It was only possible to observe a small amount of teaching in religious education and so no reliable judgement can be made on teaching. Examination of pupils' previous work, discussions with pupils and discussion with the coordinator indicate that standards of attainment at Years 2 and 6 are in line with the requirements of the locally agreed syllabus for religious education. Pupils, including those with EAL and those with special educational needs achieve satisfactorily. This maintains the standards noted at the last inspection.
157. By Year 2, pupils are aware of different religions and know some of their key elements. They know that all religions have special books, special places and special people. In a lesson in which they interviewed ministers and religious teachers from two of the religions represented in their class, pupils showed a sound understanding of prayer and special rituals. One pupil gave a very good explanation of a service in her church, explaining the symbolism of the bread and wine. Involvement in the discussion was a little limited by the number of pupils who do not yet speak English fluently but very good teaching ensured that they understood the points being made.
158. By Year 6, pupils know the key points of many major faiths. Pupils know most of the major festivals in various religions and can draw out the similarities and differences between the faiths involved. They understand that religions give rules to live by and these are important in society. Pupils show good respect for each other's religions and share their views freely.
159. A new locally agreed syllabus is to be introduced in September. This is intended to be easier to teach and more appropriate for pupils of this age. Ahead of this introduction little is happening at present to review the school curriculum. The coordination of this subject is satisfactory but with some areas for improvement. The coordinator does not have a good enough understanding of how work in this subject can be used to support the development of pupils' literacy skills especially pupils' speaking and listening skills. This is a minor area for improvement in order to provide more support for pupils with English as an additional language. The coordinator is researching the Internet to find support for teachers in teaching the subject. However, the monitoring and evaluation of teaching and learning and assessment of pupils' progress are under-developed. Good use is made of parents and pupils to talk about their religions but other resources are unsatisfactory and an area for improvement.