

INSPECTION REPORT

HUNTINGTREE PRIMARY SCHOOL

Halesowen, West Midlands

LEA area: Dudley

Unique reference number: 103802

Headteacher: Mrs S Parkes

Lead inspector: Mrs M Fitzpatrick

Dates of inspection: 21 – 23 February 2005

Inspection number: 267087

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	377
School address:	Bournes Hill Hasbury Estate Halesowen West Midlands
Postcode:	B63 4DZ
Telephone number:	01384 818650
Fax number:	01384 818655
Appropriate authority:	Governing body
Name of chair of governors:	Mr Stephen Bell
Date of previous inspection:	5 July 1999

CHARACTERISTICS OF THE SCHOOL

The school serves part of the Hasbury Estate at Halesowen in the West Midlands. It is much larger than most primary schools with 376 pupils aged between three and 11 on roll at the time of the inspection. Pupil numbers are steady and the mobility of pupils is not an issue for the school. When pupils leave the Foundation Stage to join Year 1 their attainment is broadly typical of children who are five. The percentage of pupils who are eligible for free school meals, is about the national average. The percentage of pupils with special educational needs is also about the national average. There is one pupil with a Statement of Special Educational Needs. The percentage of pupils who speak English as an additional language is higher than is usually seen and just under 10 per cent of pupils are from ethnic minority backgrounds. The school is outward looking and makes good links with the community and partner schools, with the latter through its involvement with the Networked Learning Community. Community links include a Family Learning programme run with the local college of Further Education. The school has achieved a number of awards including the Active Mark and the School Achievement Award in 2001 and 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24326	Moira Fitzpatrick	Lead inspector	English Art and design English as an additional language
32697	Dave Smith	Lay inspector	
30075	Mike Duggan	Team inspector	Science Geography History
31012	Anne Welch	Team inspector	Foundation Stage Music Religious education
30439	Malcolm Heyes	Team inspector	Mathematics Information and communication technology Design technology Physical education Special educational needs

The inspection contractor was:

Nord Anglia School Inspection Services
Anglia House
Carrs Road
Cheadle
Stockport
SK8 2LA

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	34

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective** school which provides a very good quality of education for its pupils. Teaching and learning are good overall. Standards achieved by pupils are above average and by Year 6 pupils achieve very well. The very good leadership of the headteacher ensures that the school has very good strategies for inclusion and that there is a strong ethos of care and respect which underpins the hard work that is expected. Pupils' personal development is very well promoted through the school's very good provision for their spiritual, moral, social and cultural development. This is a school with many strengths and few weaknesses which gives very good value for money.

The school's main strengths and weaknesses are:

- Standards are above the expectation for 11-year olds in English, mathematics, science, art and design, design and technology and physical education.
- The leadership of the headteacher, which impacts positively on every aspect of the school's work; the leadership and management of key staff who support the school's continued development very well.
- Standards could be higher in English and mathematics at the end of the Foundation Stage and by the end of Year 2.
- The very good educational provision, which takes into account differences in the needs of all pupils and meets these very well.
- The provision for pupils with special educational needs and pupils who have English as an additional language is very good.
- There are very good relationships which support pupils' very good attitudes, behaviour and achievement.

The school has made very good improvement since it was last inspected. The performance of Year 6 pupils in national tests has risen significantly since then, particularly in mathematics and science, and high performance in these tests has been maintained for the last four years. The issues that were identified at the last inspection have been fully addressed so that provision for information and communication technology has improved, the role of subject leaders has been developed and lunchtime supervisors have been trained in behaviour management strategies. The school is very well placed to continue to improve.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	B	C	B
Mathematics	A	A	B	A
Science	A	A	B	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is good overall. The school's overall results in National Curriculum tests are above the national average and well above the average of similar schools. This is because pupils' achievement in Years 3 to 6 is very good. High standards have been maintained over time, and the rise in the school's performance in national tests has exceeded the national trend in the last four

years. Pupils now in Year 6 exceed the expectation for their age in English, mathematics, science, art and design, design and technology and physical education. Pupils in Year 2 reach the expected standard in English, mathematics and science and exceed it in art and design, design and technology and physical education and their achievement is good. In all other subjects Year 6 and Year 2 pupils reach the expected standard. In creative development, personal and social development and their knowledge and understanding of the world children in the Foundation Stage achieve well and exceed the goals set for their learning by the end of Reception. In communication, language and literacy, mathematical development and physical development their achievement is satisfactory and they reach the goals set by the end of Reception, though some weaknesses in their knowledge mean that they are not all fully ready for the challenges of the National Curriculum by the time they start Year 1.

The provision for pupils' personal development, including their spiritual, moral, social and cultural development is very good. Pupils behave very well. They are keen to learn and work hard in lessons. Attendance rates are good and pupils arrive at school on time.

QUALITY OF EDUCATION

The quality of education is very good. Teaching is good overall. Teaching in Year 3 to 6 is very good overall and sometimes it is excellent in Year 6. Teaching in Years 1 and 2 shows wider variation; in two classes is very good overall and in the rest is mainly satisfactory. In the Foundation Stage teaching is satisfactory overall, with consistently good teaching seen in one class. Strengths of teaching include teachers' very good use of assessment to group pupils and plan tasks that match their needs. Teachers have high expectations of pupils who enjoy the brisk pace of lessons and the challenges they meet. Pupils' learning benefits well from working with partners and through the well-planned use of talk for learning. Areas for development include more emphasis on teaching some basic skills in English and mathematics in the Foundation Stage and in some Year 1 and 2 classes. The school provides a good curriculum, which is very well enhanced by visits and visitors and out of school clubs. Pupils who have special educational needs are very well supported to benefit from the full curriculum. Pupils are very well supported and guided in their learning and this is one of the key factors in the good standards they reach. Accommodation and resources for learning are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are both very good. Governance of the school is **very good.** The school is rigorous in the way in monitors its work and sets priorities for improvement. Governors ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents hold the school in high esteem. They feel their children are well taught and are expected to work hard. A few parents commented that the school does not give them enough information or seek their views often enough. The inspection team found that information to parents is good and that the school consults with parents as much as most schools do.

Pupils love their school, are proud to belong to it and relish the hard work they do. They are very pleased to have a say in improving the school through the class and school councils.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve children's knowledge of letter sounds and number by the time they leave Reception.

- Raise standards in English and mathematics by Year 2.*

*This is already included in the school's current improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **above** the expected level for 11-year olds in English, mathematics and science; in Year 2 they are in line with the expectation for seven year olds. Pupils' achievement is **good** overall. In Year 6 it is very good; in Year 2 it is good, and in the Foundation Stage it is satisfactory.

Main strengths and weaknesses

- Standards are high in Years 3 to 6 because of the high quality teaching and the very good use of assessment which ensures pupils are correctly placed in teaching groups.
- Pupils' achievement in Years 1 and 2 is restricted by weaknesses in their language and mathematical knowledge when they join Year 1.
- Pupils exceed the expectation for their age in art and design, design and technology and physical education throughout the school.
- Pupils who have special educational needs and pupils with English as an additional language achieve as well as others in their class because of the support they receive.

Commentary

1. Children join the Foundation Stage with attainment that is typical for their age. They make steady progress overall as they move through the Foundation Stage. In personal, social and emotional development, creative development and knowledge and understanding of the world children achieve well and most will exceed the goals set for them in these areas of learning. In communication, language and literacy, mathematical development and physical development they pupils' achievement is satisfactory and most will reach the goals set for these areas of their learning. Less time is spent teaching letter sounds and mathematics in the Foundation Stage than is usually seen, which results in children not being fully ready for the demands of the National Curriculum in English when they join Year 1.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	16.2 (14.8)	15.8 (15.7)
Writing	15.6 (13.7)	14.6 (14.6)
Mathematics	16.3 (17.2)	16.2 (16.3)

There were 52 pupils in the year group. Figures in brackets are for the previous year

2. Results in the National Curriculum tests in 2004 for pupils in Year 2 were in line with the national average and those of similar schools in reading and mathematics and above the national average and those of similar schools in writing. In the teacher assessment in science, pupils' attainment was above the national average and that of similar schools. The trend of improvement in test performance since the last inspection has been above the national trend. The school responded promptly to a perceived dip in reading standards in 2004, and has taken action to improve provision for pupils now in Year 2 with the deployment of an additional teacher to support the weakest pupils in literacy.

3. Standards in the current Year 2 are in line with the expectation for seven year olds in reading and writing, mathematics and science. There is quite a high proportion of pupils who have special educational needs, who reduce the overall attainment of the year group. Added to this there are a number of lower attaining pupils whose knowledge of letter sounds holds back their attainment in reading and some aspects of writing, such as spelling. Average and higher attaining pupils reach targets that are set for them and many are achieving well because of the very good teaching they receive, especially in English and mathematics. In science and mathematics all pupils benefit from learning through investigation and practical activities which helps them to achieve well.
4. In the other subjects inspected, pupils achieve well and exceed the expected standard in design and technology and in physical education because their lessons are well planned and teaching is good. In religious education, geography, history and information and communication technology pupils reach the standards expected for their age and their achievement is satisfactory. Pupils of all abilities achieve very well in art and design because of the very well planned curriculum and the high quality teaching in the subject. This and their own enthusiasm for the subject ensures that they reach standards well above those that are usually seen.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.4 (27.7)	26.9 (26.8)
Mathematics	28.5 (28.5)	27.0 (26.8)
Science	29.9 (30.8)	28.6 (28.6)

There were 57 pupils in the year group. Figures in brackets are for the previous year

5. Pupils now in Year 6 achieve above the expectation in English, mathematics and science because they are very well taught and are eager to learn. The use of setting, to organise pupils into groups of near ability, is very effective in allowing teachers to plan learning that is closely tailored to the needs of pupils. This strategy makes a significant contribution to raising standards, particularly for lower attaining pupils and those with special educational needs. In all of these subjects the achievement of pupils, including those with special educational needs and those for whom English is an additional language is very good.
6. In other subjects inspected, pupils in Year 6 reach the expected level for their age in religious education, information and communication technology and geography, and their achievement is satisfactory. In physical education and design and technology pupils exceed the expectation for their age and their achievement is good because of the good teaching they receive as well as their own enthusiasm for the subjects. In art and design pupils achieve very well and reach standards that are above what are usually seen by the time pupils are 11. Very good teaching based on a thorough teaching of skills and emphasising the importance of planning and design motivates pupils to work hard and achieve their best in this subject.
7. Pupils who have special educational needs are very well supported to achieve as well as their peers through careful setting arrangements, which are based on very good assessment of their learning. They are well taught by teachers in small groups, or as in the case of Year 1, they are well supported in their learning by the skills of the classroom assistant. Pupils who have English as an additional language are also very well supported to achieve as well as their peers. Five pupils receive additional language support from the Local Education Authority specialist teacher, who also advises teachers on strategies to use in class. School data and test results

show that these pupils and other pupils from ethnic minority groups make the same very good progress as their peers by the time they are in Year 6.

8. The school sets and meets challenging targets for pupils in national tests that are based on very thorough assessment of their attainment and learning. The school's sharp focus on achieving high standards for all groups of pupils ensures that a much higher than average percentage reaches the expected standard for their age by the time they leave the school at the end of Year 6.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are **good**. Their attitudes to school and behaviour are **very good**. There were no exclusions during the last school year. Pupils' personal development, including their spiritual, moral, social and cultural development, is **very good**.

Main strengths and weaknesses

- Pupils' very positive attitudes enable them to make very good progress because they are highly motivated and eager to learn.
- Pupils develop into articulate and confident young people and their maturity makes a strong contribution to the school's very positive atmosphere for learning.
- Pupils of all ages get along very well with each other and with their teachers.
- Improved procedures for monitoring attendance have helped the school to reduce the level of authorised absence to below the national average.

Commentary

9. The previous inspection found that pupils had good attitudes towards school and that they behaved well. Over the intervening six years, these aspects have both improved and pupils are now even more enthusiastic about coming to school. They particularly look forward to the many extra-curricular activities such as French, dance and football, and said that they especially enjoy mathematics and physical education lessons. Pupils are self-motivated and very quick to accept responsibility and use their initiative. For example, they help during assemblies, willingly take on class and school council membership. Children in the Foundation Stage make good progress and achieve well in their personal, social and emotional development because teachers and adults have high expectations of them. They give structured and caring support to allow children to develop independence and confidence.
10. Teachers' expectations of behaviour are high and pupils understand and strive to meet them. During lessons, pupils may be rewarded with stickers and merits and, if their achievement is particularly praise-worthy, enjoy public recognition during assembly. During discussions, pupils say they enjoy the sense of security they feel when they attend school. Teachers are very consistent in their application of the school's clear and well-structured pastoral policies and pupils say they always know exactly where they stand. As a result, there are very few racist and bullying incidents, which are dealt with promptly and effectively if they do occur, and there have been no exclusions.
11. Pupils' very good personal development is reflected in their mature approach to work and the readiness with which they respect each other's feelings and needs. Pupils are taught to appreciate the difference between right and wrong from the moment they enrol and, over the years, they become increasingly aware of how their actions affect others. Pupils care for each

other and co-operate well, each taking their turn to speak during class discussions. Assemblies and inspiring lessons provide moving opportunities for reflection and wonder and are reflected in many colourful and thought-provoking displays around the school. In a history lesson on the Egyptians, pupils gasped at the mention of King Tutankhamen. A broad range of charities benefits from the school's fundraising efforts and provides a valuable reminder to pupils of those less fortunate than themselves. Their strong empathy with, and compassion for, victims of a recent major disaster led to pupils helping to organise events that raised substantial funds for the Indian Ocean Tsunami appeal.

12. The very well planned assembly programme provides pupils with good opportunities to reflect upon values such as trust, honesty and the importance of the community and the environment. The good proportion of well planned, inspiring lessons also contributes to pupils' very good spiritual development. Pupils' understanding of their own culture is very good, and is supported by the range of visits and visitors. The richness of lessons in art and design, music and religious education ensure that pupils are well prepared for life in a multi-cultural society.
13. Attendance was satisfactory at the time of the last inspection but it has since improved and is now above the national average. Rigorous procedures for monitoring attendance and punctuality help the school to keep a close eye on particular individuals and to spot any emerging trends at an early stage. Unexplained absences are quickly followed up and parents are strongly discouraged from booking family holidays during the term. A few, however, continue to do so. For their part, pupils are keen to attend school regularly and they enjoy being praised in assemblies if their attendance and punctuality have been especially good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.1
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete 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	260	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	14	0	0
Mixed – any other mixed background	8	0	0
Asian or Asian British – Indian	6	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	1	0	0
Chinese	4	0	0
Any other ethnic group	9	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **very good** quality of education for its pupils. Teaching and learning are **good** overall; the curriculum is **good** and is very well enhanced by out of schools clubs, visits and visitors. There is a **very good** level of care for pupils, support and guidance for learning are **very good** and links with parents are **good**.

Teaching and learning

Teaching and learning in the school are **good** overall. In Years 3 to 6 they are very good; in Years 1 and 2 they are good and in the Foundation Stage they are satisfactory.

Main strengths and weaknesses

- Teachers make good use of assessment of pupils' learning to plan lessons that have good pace and challenge.
- Teachers make good use of practical and investigative activities to make learning fun and memorable for pupils.
- Pupils learn a wide range of skills quickly and effectively because of teachers' good planning.
- The teaching of letter sounds is variable. It is very good in two classes in the infants; in the other two classes and in the Foundation Stage it is not taught often enough and there is a need for a wider range of strategies to ensure that learning is reinforced.
- Teachers form very good relationships with their pupils; because of these pupils are eager to rise to their teachers' high expectations.
- Teachers make good use of talk for learning which benefits all pupils, especially those for whom English is an additional language and pupils who have special educational needs.

Commentary

13. The quality of teaching and the organisation of teaching groups are a strength of the school, which support very good achievement for pupils by the time they are in Year 6. High standards in teaching have been maintained since the last inspection because of the school's rigorous monitoring of teaching and learning through a variety of strategies, including direct observation of lessons. While there is some variation in the quality of teaching and learning between the different stages in the school, this is currently being addressed through the professional development for staff.
14. Teaching in the Foundation Stage is good in creative development where children have good opportunities for exploration and experiment. Children's learning is good in knowledge and understanding of the world because of the many well-planned activities that are provided for them. Children's personal, social and emotional development are also well promoted through the clear expectations of teachers and other adults and because of the caring relationships that exist in the Nursery and reception classes. Because of this, children learn independence and co-operation from an early age, which helps them develop confidence in all of their learning. In communication, language and literacy, teachers give too little time to teaching letter sounds and familiarising children with frequently used words. The result is that children's learning is not as strong here as in other areas of learning and this slows their learning in reading and writing when they join Year 1. Teachers frequently assess and record the learning of children but do

not make enough use of this to promote good progress for children, especially in language and mathematical development.

15. Elsewhere in the school very good use is made of the comprehensive and detailed assessments that are made of pupil' learning. One of the first uses of these assessments is to determine the groups that pupils are allocated to for English and mathematics. Teaching in these groups is also based on good use of assessment information so that teachers' planning closely matches the needs of pupils in each group. Where this works most effectively, in the juniors, pupils' learning and achievement are very good because direct teaching is targeted closely on pupils' needs, and the tasks set allow pupils to work independently at their own pace. The use of assessment to support achievement is less effective in Years 1 and 2, where three of the five teachers make only satisfactory use of assessment to plan activities for pupils. The level of challenge presented in these classes is only satisfactory, which differs from that of the other two where it is usually good or better. All teachers make use of assessment to set individual learning targets for pupils and this is having a noticeable impact on raising standards. It was clear from the work in pupils' books in Years 3 to 6, that they take seriously and respond to these targets. The work of older pupils shows some effective use of self-evaluation of work, which is another successful strategy that teachers are using to raise standards.

16. The impact of the school's focus on improving pupils' knowledge of letter sounds is inconsistent because some teachers in Years 1 and 2 lack the subject knowledge and skill to teach this as effectively as other teachers. Nor do they teach it regularly enough for it to secure pupils' knowledge and reinforcement of what they have learnt. Where the topic is very well taught, in one Year 1 and one Year 2 class, pupils are gaining reading and spelling skills at a rapid rate. Their recognition of frequently used words is good and they have the confidence to have a go at spelling less common or unfamiliar words, with good success. In the other classes pupils are still not recognising as many simple words as they should and are still dependent on adults for prompts with spelling. The school is aware of these differences and has taken action to improve teachers' knowledge and understanding of the importance of frequent reinforcement of this aspect of learning.

17. The teaching of skills is very well planned and pupils learn new skills quickly and effectively. This is because of the care that teachers take in ensuring all pupils have a good understanding of what they are doing. In art and design and design and technology lessons, teachers take care to demonstrate the use of equipment and make good use of questions to establish pupils' understanding of processes. Year 2 pupils were clear about why they should knead the clay before making their coil pots and understood that this in itself was a valuable skill. Year 5 pupils spent some time on the detail of their tiles for creating repeat patterns to ensure that the finished product would be of a high standard. Across the school writing skills are well promoted. Teachers make very good use of electronic whiteboards to develop pupils skills by modelling writing for them, as well as involving them in shared writing activities so that they learn from each others' skills and consolidate their learning. Pupils in a lower set in Year 6 produced some very high quality suspense writing as a result of the very good teaching of the features and process involved in writing in a specific style. In physical education lessons a wide variety of skills are effectively taught so that pupils create pleasing dance and gymnastic sequences and play ball games effectively and with great enjoyment. Many of the skills that pupils learn are used well for learning in different subjects so that they are further developed and give pupils a clear sense of their own achievements.

18. In mathematics and science lessons teachers make learning fun for pupils because of the nature of tasks that help them learn. In both subjects teachers are careful to plan tasks that involve problem solving through investigation or practical activities. Because of this, pupils enjoy these lessons and their achievement in these subjects is often higher than in others. During these lessons teachers make good use of learning partners, pairing pupils so that they work together to promote each other's learning. This works very well in accelerating pupils' rate of work, whether the teacher places pupils of similar or different abilities together. In either case, pupils quickly become engrossed in the tasks and work hard together. In Year 1 and 2 teachers are working to overcome some weaknesses in pupils' mathematical knowledge and understanding.
19. Very good relationships between teachers and pupils are a feature of all classes. Teachers show high levels of respect for their pupils, who in turn know that their teachers care for them by the way they plan for their learning. These very good relationships encourage pupils of all abilities to rise to the challenges that are set. In a Year 6 English lesson, where teaching and learning were excellent, pupils rose to tough questioning by the teacher with confidence and a genuine sense of delight that they were able to keep up with demands being made. In nearly all lessons seen, pupils pleased their teachers by settling to their tasks immediately and not losing a moment of their learning time. Respect and affection for their teachers also motivate pupils to respond enthusiastically and promptly to questions, again making best use of time available for learning.
20. Teachers make very good use of talk in lessons which benefits the learning of all pupils especially those who have special educational needs or English as an additional language. Their learning is reinforced well through talk, and for pupils with English as an additional language their vocabulary and understanding of grammar are extended through these activities. Pupils are encouraged to discuss ideas or calculations with a partner before giving answers in English, mathematics and science lessons and this strategy ensures their close involvement with the teaching as well as expanding their ideas and understanding about topics they study.
21. Pupils who have special educational needs are well supported by the setting arrangements that the school makes. In the juniors, in English, mathematics and science lessons, pupils are taught in smaller groups of similar ability. This allows the teacher of lower attaining pupils and those with special educational needs to direct teaching more closely at the specific needs of pupils. In this situation the learning of these pupils is always good and often very good. In the infants, pupils in Year 2 benefit from the same arrangement in English and mathematics lessons, however teaching here is not such a high quality and often pupils' learning is satisfactory rather than good, because Year 3 pupils are included and the range of needs is very wide. Year 1 pupils who have special educational needs are well supported by the classroom assistant who has a good understanding of their needs and gives them good support to try to work independently. Pupils who have English as an additional language, are very well supported by the specialist teacher, who works with them one morning each week. Their learning is well tracked, especially in English and mathematics where they are placed in groups with pupils of similar ability. The learning of pupils with English as an additional language is similar to that of other pupils of the same ability.

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	8 (16%)	31 (60%)	10 (20%)	0	0	0

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

The curriculum

The planning and content of the curriculum are **good**, which is similar to the last inspection. Pupils benefit from **very good** enrichment of the curriculum through out of school clubs, visits and visitors. Accommodation and resources are both **good**.

Main strengths and weaknesses

- Provision for personal, social and health education is good.
- Equality of access and opportunity for all pupils is good.
- The extensive range of extra-curricular activities is very good.
- Setting according to pupils' capabilities, especially for English and mathematics, has a positive impact on learning.
- Accommodation and resources are good.

Commentary

22. The curriculum is broad, balanced, relevant and planned well for continuity and progression. The policies and schemes of work are detailed, ensuring opportunities in practice for cross-curricular links. Statutory requirements for the National Curriculum and Code of Practice for pupils with special educational needs are met. The school has adopted the local education authority's Agreed Syllabus for Religious Education and provision for collective worship is at least good. The inclusion policy ensures that all pupils have access to all curriculum areas including extra-curricular activities. Many examples of policy into practice were observed during the inspection, for example the multi-sport and computer clubs in action. The curriculum in the Foundation Stage is satisfactory overall, with good provision in personal, social and emotional development, creative development and in knowledge and understanding of the world.
23. The provision for personal, social and health education, including the use and misuse of drugs, and sex education, is good. Outside agencies, for instance the police and school nurse, are involved extensively in the drugs and sex education policies. This is reinforced by an annual whole school health week focusing on a wide range of issues. The provision for social and personal development is enhanced through meetings in circle time and the school council, during which pupils' confidence and self-esteem increases.
24. The provision for special educational needs is very good overall and ensures that these pupils have full access to the curriculum. It is well matched to pupils' needs whether learning, emotional or behavioural. The use of setting to group pupils of similar ability works well for pupils with special educational needs, who are taught by the special needs co-ordinator in the juniors and in Year 2 by an additional teacher. The teaching assistants provide good support in withdrawal groups or in lessons. This was seen in a Year 3 lower set lesson, when a teaching assistant worked well with special needs pupils when identifying the correct symbol to use in a pictogram.
25. Subject co-ordinators monitor the implementation of planning and assessment of learning on a regular basis. As a result, the impact on pupils' achievement is positive and standards in the core subjects of English, mathematics and science are high by the time they leave school. In-school sport clubs include football, tennis, aerobics and indoor multi-sport. Participation in the

arts includes choir, dance and drama clubs. There are opportunities for pupils to perform at end of term concerts, assemblies and to take part in local dance festivals and school cluster choirs at venues such as the National Indoor Arena in Birmingham and Merry Hill in the West Midlands. School teams compete regularly in the local and inter-area football, athletics and rounders competitions, usually with success. The school values educational outings and pupils have access to a wide range of visits, including museums, theatres and places of historical and geographical interest such as Stratford upon Avon, the Black Country Museum, Aston Hall and the Cavern in Liverpool. This contributes positively to the pupils' social and personal development, improves team-building skills and enhances self-esteem. In addition interesting visitors such as theatre groups, musicians and artists add another dimension to pupils' education. Proof positive of this was observed during a whole school percussion workshop and demonstration led by the ex-drummer of a famous rock group. These extra programmes increase pupils' enthusiasm for learning.

26. Resources and accommodation are good overall, which is an improvement since the last inspection. The outside environment is particularly attractive, spacious and adapted well to meet the needs of all pupils' physical development during play-times and games lessons. A combination of experience and expertise in the teaching and teaching assistant staff ensures that all aspects of the curriculum are addressed effectively. The setting arrangements according to pupils' ability for English and mathematics and for science in Year 6 as well as specialist teaching in history, geography, design technology and physical education have a positive impact on pupils' learning.

Care, guidance and support

Provision for pupils' care, welfare, health and safety and the support, advice and guidance they receive are **very good**. Involvement through seeking and acting on pupils' views is **very good**.

Main strengths and weaknesses

- The school looks after its pupils very well.
- The school council is a very effective body and is highly regarded by staff and pupils.
- Pupils are very clear about how well they are progressing and how they can improve their work in the future.
- Sensitive and well-planned induction arrangements help children to settle in quickly.

Commentary

28. The previous inspection found that this school looked after its pupils well. This good standard of care has improved further over the last six years and it is now well above average. Monitoring of health and safety is very thorough and staff and governors work closely as a very effective team. Meticulous records are kept of the various safety tests of school equipment and risk assessment procedures are thorough. An external firm of specialists recently undertook a health and safety audit and it confirmed this very positive picture. First aid procedures are comprehensive and parents are promptly informed if a mishap occurs during the school day. Child protection procedures are thorough; members of staff are well trained and are fully aware of their individual responsibilities. Relationships are close and this helps teachers to spot any emerging problems at an early stage. Pupils feel happy and safe at school and say that they would feel able to ask for help or advice if they needed it.

29. Pupils run class and school councils and these provide pupils with a very effective 'voice' in the running and future development of the school. The distinct roles of class and school council representatives ensure that the opportunity to contribute actively to the life of the school is given to as many pupils as possible. Pupils take these responsibilities seriously and understand clearly the democratic process through which they were elected. They rotate chair and secretary positions to ensure that succession is well planned. Pupils are very proud of their school council and know that it makes a significant contribution to school life. For example, pupils have requested the provision of additional litterbins, influenced the purchase of playground equipment and voted for the charities supported by the school.
30. The school works hard to ensure that pupils understand clearly how well they are doing and how they can improve. Teachers provide comprehensive guidance on the quality of the work submitted and work with pupils to identify targets for improvement. Pupils discuss their ideas openly and confidently and evaluate each other's contributions.
31. Most of the children attending the Nursery move into the Reception class. Comprehensive induction arrangements ensure that children are well prepared for this transition and that it occurs as smoothly as possible. Intake occurs twice a year and new children are introduced in small numbers so that they are not overwhelmed by their new surroundings. When new children start, members of staff are temporarily re-deployed from within the school and additional parent helpers also come in to help out. The relatively high number of supporting adults ensures that these new entrants are well cared for and this helps them to make rapid progress in their learning from the moment they arrive.

Partnership with parents, other schools and the community

Links with parents, the community and other schools and colleges are **good**.

Main strengths and weaknesses

- The school provides good information to parents and responds very well to their comments and suggestions.
- The community and local businesses support the school well.
- Strong links with receiving schools prepare pupils well for the next step in their education.

Commentary

32. The previous inspection found that this school has a constructive partnership with parents and this continues to be the case. Parents who attended the pre-inspection meeting felt that the school keeps them well informed and inspectors agree with their positive views. Regular newsletters and letters keep parents up to date with school events and developments and posters about events and clubs are displayed prominently around the school. Teachers are flexible and try to make time for parents at the start or end of the school day, so that they can discuss any particular concerns. The school web site is easy to use and annual reports to parents are clear and well structured. Parents receive a clear picture of their children's progress and they say that they truly recognise their child from the information within. The school also works closely with a local further education college to deliver a Family Literacy programme. This equips parents with the skills and confidence they need to support their child's learning at home. The school seeks the views of parents through surveys and good use is made of this information when planning for the future. Clear and well-publicised procedures for dealing with any parent concerns are in place and ensure that the views of parents are fully considered.

33. The school makes effective use of its place in the local community to support and enrich the curriculum. For example, pupils visit local places of interest, such as the local art gallery and museum and undertake science walks in Leasowes Park. Representatives from the school council visit other primary schools and Dudley Council to find out how other democratic organisations work. This makes a strong contribution to their growing understanding and awareness of what it takes to be a responsible and pro-active member of society. Visitors, including the local clergy, regularly contribute to assemblies and representatives from the police and fire brigade talk to the pupils about their work. A small but hard working friends association provides good support for the school. It organises social and fund raising events and these receive good support from both parents and the local community.
34. Pupils are well prepared for their move to secondary school. Secondary children write to Year 6 pupils to welcome them to their new school and their 'pen pal' subsequently shows them around during the summer term transfer day. The school hosts work experience visits for pupils from the secondary schools. Teachers from the secondary school visit to teach lessons, such as dance and physical education and this ensures everyone can get to know each other at an early stage.
35. Links with other primary schools are also strong and they help to keep teachers in close touch with their colleagues elsewhere through the Networked Learning Community scheme. For example, under the auspices of the Network Learning Community, the school liaises with 12 other primary schools. Teachers take part in shared training days and individual year group teachers and curriculum co-ordinators meet in order to swap ideas and share good practice.

LEADERSHIP AND MANAGEMENT

The leadership and management in the school are **very good**. Leadership is **very good**, management is **very good** and the governance of the school is **very good**.

Main strengths and weaknesses

- The headteacher provides very good leadership in improving and developing the school.
- The deputy headteacher and the assistant headteacher give very good support to the headteacher's vision and make a significant contribution to the effectiveness of the school.
- Subject leaders provide good leadership and management for the development of their subjects and are fully involved in monitoring standards and provision.
- Governors have very good knowledge of the school's strengths and weaknesses and are rigorous in their evaluations of the school's work.
- The strong commitment to staff development and very effective performance management procedures ensure that staff skills are continually developed and improved in order to promote high standards.

Commentary

36. The headteacher provides very high quality leadership for the school, with some outstanding features in her management of improvement and her focus on inclusion. She is ambitious for all pupils to do well and achieve their best and her determination to produce high standards is evident in all areas of the school's work. Her insistence on providing the best for all children has led to a very good emphasis on rigorous inclusion practices. Pupils' personal and academic needs are well monitored by teachers who then use their findings to plan effectively for pupils'

learning. The school's very good inclusion practices are a key factor in the school's success in sustaining high standards for pupils by the time they are in Year 6. The leadership of the headteacher is very effective in developing a strong team of teachers who all fully support the headteacher's ambitions for pupils and the high standards she seeks.

37. The headteacher is a very skilful manager who, together with the deputy headteacher and assistant headteacher, has initiated very good systems for monitoring the work of the school, as well as developing the skills of a large team of teachers to carry out this work effectively. The result is that all staff are involved directly in evaluating the standards, the quality of teaching and learning and in identifying areas for improvement in the subjects for which they have responsibility. Subject leaders, and the Foundation Stage leader, all have good insights into how the school is improving and what it needs to do to improve further. They all show a sharp knowledge of standards in their subjects and a commitment to continuing to raise them through effective action plans. The strong teamwork that the headteacher and senior leadership team promote ensures that developments are well implemented and appraised. Good practice is shared for the benefit of all pupils and areas of relative weakness are quickly tackled and acted upon. A good example of this was the school's rapid response to a dip in performance in the Year 2 reading tests in 2004. Results were analysed and the need to give more time to the teaching of phonics was quickly acted upon, as well as providing an additional teacher to give support to literacy for the weakest pupils. The deputy headteacher's very good leadership of assessment for learning has ensured that teachers share with pupils their very good knowledge of where they need to improve, which has a significant impact on the standards they reach as well as their personal development as they are able to take increasing responsibility for their own learning.
38. The school's performance management procedures are rigorous and very effective. They have been instrumental in raising and maintaining high standards since the last inspection because all staff are set targets that focus on this as a priority. All staff are clear about what is expected of them and they work well in the measured pace of change to continually improve the school. Staff who are new to the school or to teaching are well supported by the assistant headteacher, who provides a very good programme of induction, with other staff designated to work alongside new staff as appropriate. This works well in helping staff settle into new routines and helps them absorb the school's culture of high expectation. Staff development is very well promoted through the identification of needs by the school's rigorous self-evaluation procedures and then followed up through effective professional development programmes. The school's involvement in the Networked Learning Community has allowed all staff to benefit from direct links with other schools in the area where they have seen good practice and new ways of addressing challenges.
39. The provision for special educational needs and the provision for pupils who have English as an additional language are well managed by the special needs co-ordinator (SENCO). She ensures that individual education plans are well matched to pupils needs through consultation with class teachers and by careful use of assessment information. The organisation of pupils into groups of similar ability produces smaller teaching groups than are usually seen in English and mathematics and allows teachers, including the special needs co-ordinator, to target pupils' needs closely. The quality of this provision ensures that nearly every pupil reaches the level expected for their age and school data shows that pupils who have special educational needs make very good progress during their time at the school. The SENCO makes very good links with parents and external agencies, particularly the specialist teacher who supports pupils who have English as an additional language, to further support pupils' learning. The school's supplements the funding it receives for pupils with special educational needs in order to

provide qualified teachers for the small groups in English and mathematics and this makes a very significant contribution to the very good progress that these pupils make.

40. The governors have a very good knowledge of the school through their close involvement in monitoring its work. They are expert in governance because of the very good mix of experience and expertise that they bring to the service of the school and because of the high quality training they receive. While governors are all very supportive of the headteacher and the staff in the school, they are also rigorous in the challenge they make when deciding on priorities for improvement. For instance, while supporting developments for outdoor learning for the Foundation Stage, governors were careful to set a budget that allowed other developments proceed alongside this. They involved the relevant staff in making adjustments so that they were able to preserve the elements that were of the greatest importance in the scaled down plans. Governors are highly committed to the school's inclusion policies and are rigorous in pursuing the best opportunities for all pupils to achieve as well as they can. They ensure that all statutory requirements are met and that the school's policy for race equality is understood and well implemented. The school's finances are very well managed. The governors apply best value principles in the acquisition and deployment of resources and carefully track the school's performance against that of similar schools. They are well aware of the reasons why the school's performance is better than that of similar schools and of the contribution that the headteacher makes to this considerable achievement. Current balances in the budget are earmarked to protect staffing levels against the impact of workforce re-modelling and to ensure that all pupils have access to the same quality of provision.
41. The school has many aids that support pupils' achievement, first and foremost being the vision of the headteacher of a school in which all pupils are supported to achieve their best. High quality teaching and very high levels of care and guidance are further aids to pupils' achievement, as is the support given by parents through the school's good partnership with them.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	971,536
Total expenditure	985,608
Expenditure per pupil	2,398

Balances (£)	
Balance from previous year	55,274
Balance carried forward to the next	41,342

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision is satisfactory overall. It is good in personal, social and emotional development, knowledge and understanding of the world and creative development. Although there is some variation in children's skills when they enter the Nursery, overall they are as expected for their age. Induction procedures are good and parents are given the opportunity to meet with Foundation Stage staff before their children start in the Nursery. The strong links with parents, forged at this stage are maintained throughout their children's Nursery and Reception years and parents appreciate the many opportunities to attend, for example, performances and coffee mornings, when they have the opportunity to work alongside their children.
43. Care is taken to plan a wide range of stimulating activities across the six areas of learning although not enough time is planned to teach phonic skills in Reception classes. Assessment procedures are thorough. However, the information gained from them is not consistently used to plan further work in mathematics to match the differing abilities of the children.
44. Co-ordination of the Foundation Stage is satisfactory and improving, as the recently appointed co-ordinator develops new strategies. The co-ordinator works closely with all Foundation Stage staff to produce an effective team where roles are interchangeable without any disruption to the provision. Children with special educational needs and those learning to speak English as an additional language achieve well because of the support of the adults and the good visual and practical resources available.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good teaching and high expectations set by all staff ensure that children achieve well.
- Very strong relationships between staff and children promote children's self-esteem and encourage them to do their best.

Commentary

45. Children's personal development blossoms during their time in the Foundation Stage because staff are skilled at promoting it in everything children do. Routines are quickly established in the Nursery so that children know what is expected of them. There are regular opportunities to take on small responsibilities such as helping with the fruit and milk at snack time. They are expected to tidy up after their own activity and to put on their coats for outdoor play and to hang them up again afterwards. This is increased in the Reception classes as the organisation becomes more formal and children take on the responsibility to finish a task in a given time. Adults are very good role models. Their calm and polite manner communicates itself to the children who in turn are courteous and considerate when talking to both adults and each other. They share equipment amicably and are always ready to lend a hand. One boy helped a less able friend to manoeuvre the cursor to the required cross on the computer screen saying "Let me help you." Consistently good teaching and learning in this area means that most children will reach standards beyond those typically expected by the end of the Reception year.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- There are good links with other areas of learning that help the development of language skills.
- Resources are used well to engage children's interest.
- Not enough time is spent on the direct teaching of letter sounds and blends.
- Activities are not always matched to children's ability.

Commentary

46. A good feature of the provision is that all staff pay particular attention to developing children's communication skills. They are encouraged to talk about themselves and to explain what they have done. During adult-led activities children have regular good opportunities to speak to an audience, although at times, Nursery staff step in too soon to develop children's responses. In the Reception classes there is an emphasis on children learning to recognise words. Here parents play a significant role in helping their children to master the skills of reading by helping them to learn new words at home. However, not enough emphasis is placed on learning to recognise the sounds of letters. Although good teaching was observed in this area, these sessions are not frequent enough and overall teaching and learning are satisfactory and so is children's achievement. When children use worksheets to record letter sounds, they all work on the same sheet regardless of differences in ability. This sometimes lacks challenge for higher ability children and their learning is not extended on these occasions. However, by the end of the Reception year, most children will have met the targets for this area of learning although they rely heavily on their sight vocabulary when reading, which reduces their readiness for the National Curriculum in English.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Adults question children well and use a wide range of good quality resources to develop their mathematical skills.
- Teaching provides children with good opportunities for practical work.
- Activities are not always matched to children's abilities.

Commentary

47. Children achieve well when adults make learning fun. For example, children in a Reception class enjoyed sorting out their teacher's "mistake" when she matched numbers to toy dogs. Children practise what they are learning in different ways, for example, counting is used whenever it is appropriate so that they become familiar and confident with numbers. Reception children counted the number of letters in a variety of words and Nursery children count and recall the sequence of numbers as they sing counting songs. The strong emphasis on practical activities ensured that most Nursery children confidently used "big" and "small" at the end of a sorting activity. When Reception children use work books to record their mathematical work

in a more formal way, the activity is often the same regardless of each child's prior achievements. This sometimes lacks challenge for the higher ability children or is too difficult for less able children to complete without a lot of support. For both of these groups, progress is not fast enough on these occasions. Overall, teaching, learning and achievement are satisfactory and most children are on course to achieve the expected goals before they move to Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in this area of the curriculum.
- Tasks are used well to support the development of language skills.

Commentary

48. Consistently good teaching that is typified by well-planned and exciting activities that link all areas of the curriculum in a natural way, ensures that children have a good knowledge of a range of topics by the end of the Reception year. On the frequent occasions when children have opportunities to cook and bake, staff develop number skills effectively, as well as drawing attention to health and safety matters. Nursery children have an early taste of being scientists as they effectively study snowflakes using magnifying glasses. Reception children correctly predicted that the "ice hands" would melt faster indoors than outside. Making Chinese lanterns, cards and dragons, and cooking and eating Chinese food helped children to gain a good early understanding of other cultures. As well as celebrating the main Christian festivals, children also celebrate the Hindu festival of Divali effectively by making Divali cakes and creating Rangoli patterns of a high standard. Recent visitors include theatre groups and "Zoo Lab", the latter reinforced well the need to care for animals. Good teaching ensures that children in both Nursery and Reception classes develop their ICT skills effectively by using computers and audio-tapes on a regular basis. Good teaching and learning ensures that most children will exceed the standards expected by the end of the Reception year and their achievement is good.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- There are ample opportunities for children to use small tools and implements.
- Children are confident when taking part in physical activities in the school hall and the outside area.

Commentary

49. The new outdoor area has been designed to ensure the best possible use of the space available and is used to support all areas of learning but particularly physical development. Good opportunities are planned for children to experiment and to experience a wide range of physical activities through large scale climbing equipment. There are also good opportunities for children to initiate their own activities. However, in the Reception classes, the balance

between focussed and child initiated activities is uneven and assessment of the latter lacks rigour. A group of Nursery children built a tower of large cardboard boxes experimenting with the base until they were satisfied that it was stable. The essence of the good teaching of the Nursery nurse was the timing of her interventions that allowed the children to take initiatives and manage the task for themselves. Reception children learn to move with increasing confidence and control and a sound awareness of space and the need for safety when working in the hall. They are given the opportunity to watch each other at work as their teacher evaluates it. However, they are not invited to take part in the evaluations and some children lose interest here. Children's skills in manipulating small tools develop well because they are taught how to use them correctly and they have plenty of opportunities to practise using them. The overall satisfactory teaching and learning in this area results in children achieving satisfactorily and reaching the expected goals at the end of the Foundation Stage.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weakness

- Good opportunities are provided for children to be creative.
- Children's art work is above the expected level.
- Singing in the Reception classes is good.
- Role play areas in the Reception classes are cramped.

Commentary

50. All staff encourage children to use a wide range of techniques and media to increase their confidence and skills and to develop their imaginative responses. Effective use is made of opportunities to reinforce and extend children's appreciation of pattern and colour, for example, when they created patterns for the Chinese Dragon. A good variety of collage work is undertaken and materials are easily to hand so that children can make their own choices about the textures and colours that best suit their purpose. The Reception children's performance of "Cats" as well as being both creative and entertaining, successfully demonstrated the children's ability to sing and dance at a level beyond that expected for their age. Pretend play areas in the Nursery, such as the "Animal Sanctuary", provide much scope for imaginative play, timely interventions by adults help to take the learning further. The "Vet's Surgery" in Reception, however, is not so inviting, mainly because of its small size. Teaching in this area of learning is good and children learn and achieve well ensuring that most of them go beyond the expected levels at the end of the Foundation Stage.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good** overall.

Main strengths and weaknesses

- The quality of provision in Years 3 to 6 is very good, leading to very good achievement by the time pupils are in Year 6.
- Teaching is good overall, with a high proportion of very good and some excellent teaching seen.

- Assessment procedures are very good and are well used to promote good learning; pupils are well involved in tracking their own progress and they respond well to the targets that are set for them.
- Leadership and management of the subject are good; the co-ordinator is aware of relative weaknesses in provision in some infants' classes and has taken steps to improve this.
- Provision for pupils with special educational needs and for pupils with English as an additional language is very good ensuring that pupils make the same progress as other pupils in their class.
- The teaching of letter sounds and reading strategies needs to be more carefully planned in some infant classes.

Commentary

51. By Year 6 standards are above the national expectation and pupils of all abilities, including pupils who have English as an additional language, achieve very well between Years 3 and 6. Boys' attainment by Year 6 is similar to that of girls. The school attributes this to the good role models that boys have in the teaching staff, and to the high expectations and literate environment which pervade the junior part of the school.
52. In lessons, pupils are encouraged to discuss ideas, share opinions and answer questions at length. The well planned focus on talk is a good aid to learning as pupils quickly develop their own and other's ideas and deepen their understanding. This approach is particularly beneficial to pupils with special educational needs whose learning is reinforced through talk and for pupils who have English as an additional language whose vocabulary and knowledge of grammar are enhanced through taking part in discussion. Pupils read well and with good expression showing that they have a good understanding. In Year 6, pupils skim and scan text for information and key words and phrases to assist their understanding of the structure of what they read. By Year 6 pupils write effectively using different styles confidently, with a good awareness of the audience for whom they write. Their writing is well structured and of consistently good quality because the skills of writing are so well taught. Planning for writing is thoroughly based on a very good knowledge of pupils' strengths and weaknesses. The high quality suspense writing produced by one group of Year 6 pupils, was the result of very carefully planned and structured teaching and learning that took very good account of the pupils' needs. Handwriting is neat, legible and it is clear from the high quality of final drafts of pupils' work that they take considerable pride in what they do.
53. By Year 2 standards are in line with the expectation for seven year olds and the achievement of all pupils is satisfactory. Here too, standards have risen faster than they have nationally in the last five years, mainly as the result of the school's focus on improving writing which had a significant impact on pupils' performance last year. The school has recognised weakness in the development of letter sounds and reading skills in the Foundation Stage and the swift response to a dip in reading results last year has begun to improve pupils' knowledge of letter sounds and blends in Years 1 and 2. However, this has not yet had time to impact strongly on standards and some pupils in both year groups show weaknesses in their knowledge of letter sounds, which hampers the ability of some to read fluently or to spell frequently used words accurately. Pupils' speaking and listening skills are well developed and many pupils in Year 2 are on course to exceed the expectation for their age by the end of the year.
54. The quality of teaching varies from satisfactory to excellent and is good overall. It is very good in Years 3 to 6, where teachers make very good use of assessment to plan further learning as well as to involve pupils in self-evaluation of their work. This makes target setting more meaningful to pupils and records in their books show that they regularly mark off targets they have reached. Teachers in this part of the school have consistently high expectations of pupils and this, together with the very good relationships they form, underpin the hard work that

pupils do. A particular strength in Years 3 to 6 is the teaching of writing. Teachers structure lessons carefully to develop pupils' understanding of the features of different types of text. They provide very good examples from which pupils can learn and they model writing well, so that pupils benefit from clear demonstrations of the writing process. The organisation of two classes into three teaching groups in this part of the school ensures that teachers' planning closely matches the needs of pupils, whose pace of learning is very well matched to what they need because of the refinement of teaching groups. This organisation is key to the success of lower attaining and special educational needs pupils nearly all reaching the expected level in the subject by the time they are eleven.

55. Teaching in Years 1 and 2 ranges from very good to satisfactory and is satisfactory overall. Where teaching is very good pupils are spurred on in their learning by very well planned activities using resources that are tailored to their needs. This approach allowed pupils in Year 1 to begin work quickly and independently, without a moment lost when they used initial sound blends to create their own simple words. Very good subject knowledge and an understanding of the need to reinforce pupils' knowledge of letter sounds are other features of the very good teaching seen. Pupils in Year 2 learned about rhymes and near rhymes at a very good rate because of the teachers' very good subject knowledge and expertise in explaining and demonstrating these features. Where teaching is satisfactory, some teachers do not place enough emphasis on regular teaching of basic reading skills, such as word recognition and letter sounds, nor do they constantly reinforce these during lessons with aural and visual clues. The result is that in these classes pupils' knowledge is not secured as effectively as in those classes where pupils are constantly looking at, listening to and repeating simple words and letter blends. The use of an additional teacher to support learning for pupils with special educational needs in Year 2 is satisfactory, but shared planning for this group and the average and lower attaining group would provide more ideas and resources for the benefit of these pupils. Pupils in Year 1 who have special educational needs, are well supported in their learning by the teachers' very good planning and the good work of the classroom assistant. Pupils in all classes have plenty of opportunities to use computers for drafting and presenting their work. In Years 1 and 2 pupils also have opportunities for consolidating their knowledge of spelling and letter sounds on computers.
56. The subject is well led and managed by a skilled subject specialist. Since the last inspection there has been very good development of assessment procedures, which have had a significant impact on pupils' learning. There has been good improvement to the resources for the subject, particularly reading where a wide range of texts in all years gives good opportunity for the development of reading to improve skill and for pleasure to pupils of all abilities and interests. The co-ordinator has recognised the relative weakness in the teaching of some aspects of the curriculum in Years 1 and 2 and through his rigorous monitoring procedures has established a clear picture of the strengths and weaknesses in teaching and learning in that part of the school and has already taken action to improve provision. Overall there has been very good progress in the subject since the last inspection.

Language and literacy across the curriculum

Teachers make good use of pupils' good literacy skills in other subjects. In nearly all lessons pupils are provided with many opportunities for discussion with a learning partner to help them clarify understanding and to develop ideas. This strategy is used to good effect in science and mathematics lessons where pupils explain hypotheses and calculations to each other. Teachers plan writing activities in other subjects so they will provide opportunities for pupils to use the skills they have learned literacy lessons to write in different styles for geography and history for example. In the

course of a week most older pupils have regular opportunities to practise their reading as they research in books and on computers.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Strong and effective leadership and management by the co-ordinator.
- Clear and effective systems and procedures for assessing and monitoring pupils' achievements.
- Overall quality of teaching seen in lessons is of good quality, and includes organising pupils' into different learning groups to take account of their differing learning needs.
- Ensure that class based computers are used consistently across the school to support pupils' learning dedicated ICT lessons.
- Too much use of photocopied sheets in some year groups, which inhibits pupils' working independently, particularly high attaining pupils.

Commentary

57. At Year 2 standards are in line with the national average and at Year 6 they are above the national average. These standards reflect the performance of pupils in the National Curriculum tests in 2004. Pupils' achievement is good overall in Year 2 and in Year 6 it is very good.
58. By Year 2 pupils have a well developed understanding of how to use the different operations of number to solve problems. They learn about the features of 2 and 3 dimensional shapes, and can solve money problems using multiplication and division. Pupils successfully build on their knowledge and skills as they move into Years 3 and 6. By Year 6 pupils have a good understanding of how to use all four operations in mathematics when solving problems. For example, high attaining pupils in a Year 6 upper set lesson confidently used both a calculator and mental strategies to find percentages of varying amounts as part of a mathematical investigation.
59. The overall quality of teaching and learning seen in lessons was judged to be good, though there was consistently higher quality teaching in Years 3 to 6 than in Years 1 and 2. Planning and organisation is a strong feature seen in many lessons, it is detailed and caters for the needs of all pupils, resulting in good learning in these lessons. All teaching staff give careful thought to how they will explain ideas and topics to pupils and use well prepared resources to help pupils understand. This was seen in a Year 5 upper set lesson, when pupils' used string, rulers and different shapes to find the perimeter of a variety of 2-dimensional shapes. There are lively mental and oral warm-up sessions that capture pupils' interest well. For example, in a Year 5 upper set, when pupils responded well using white board to calculate what was needed to make a whole number from a decimal such as 0.699?
60. In lessons seen in Years 5 and 6, there is an effective balance between explanation, discussion and practical activities. This helps pupils focus on what is being taught in lessons and enables them to consolidate their understanding and to practise what they have learnt. This was seen in a Year 6 lower set lesson, when pupils built on step by step what a net was, and how it could be used to identify whether a shape was a cube or not. The development of mathematical vocabulary such as 'pictogram', 'square' and 'divide' is a feature in all lessons, and helps develop pupils' literacy. In some lessons there is an over-use of photocopied sheets, which

hampers pupils working independently on investigations. In all lessons seen teachers manage the pupils' well, which ensures that all pupils are fully involved in the learning activity.

61. The subject co-ordinator provides strong and effective leadership and management. Under her leadership standards have risen faster than in most schools since the last inspection. The co-ordinator has a clear overview and awareness of where the subject needs to improve to continue to drive standards up. She is aware that standards by Year 2 could be higher, and it is part of her priority in the school development plan to address this situation. There are clear and effective systems in place to monitor and track pupils' achievements, which include half termly assessment tests, optional tests and an analysis of statutory test results. The co-ordinator monitors teachers' planning on a termly basis, and monitors pupils' books to track mathematical development. She has also observed colleagues teach, and identified areas in their teaching that are strengths as well as areas for development. There has been very good improvement in the subject since the last inspection with further improvement to the high standards found then.

Mathematics across the curriculum

Pupils' good mathematical skills are used well across the curriculum. Pupils' are encouraged to use their numeracy skills across different subject areas. For instance, in a Year 6 physical education lesson, when pupils' counted in seconds when practising basketball skills. They estimate and measure in their science investigations and display results graphically; for example, when categorising different foods in Year 2.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are high by the end of Year 6.
- Pupils achieve very well in Years 3 to 6.
- There are good opportunities for investigative work.
- Good use is made of the outside environment to study life processes and living things.
- Pupils' factual knowledge of materials and their properties is good.
- Teaching is good overall.

Commentary

62. Standards at the end of Year 2 are in line with the national average and above the national average at the end of Year 6. This differs slightly from the previous inspection when standards were above the national average at the end of both these year groups. Over the past four years the results of the National Curriculum tests of Year 6 pupils have been consistently well above the national average. There is no significant difference in the performance of boys and girls. The effective input of teachers, and time invested wisely by support staff have a positive effect on pupils' progress. Good teaching and learning overall in lessons and over time, combined with the pupils' own willingness to learn, ensures that all, including those with special educational needs and for whom English is an additional language, achieve very well in the Years 3 to 6 age range. In the Years 1 to 2 age-bracket they achieve well overall.

63. Investigative skills are above average, especially in Years 5 and 6. A pleasing feature is the opportunity in these classes for the pupils to write up the experimental process and record their findings in a freely extended manner without relying on a prepared framework. This, together with high but realistic teacher expectations, contributes significantly to extending their thinking and reasoning. Clear evidence of the maturity and quality of pupils' thinking was observed during Year 3 and Year 6 lessons where pupils investigated properties of rocks including appearance and texture, and the life cycle of flowering plants including seed formation, pollination and germination, respectively.
64. In Years 1 and 2, the teaching of skills and knowledge the development of pupils' understanding is satisfactory overall. Pupils know that light comes from a variety of sources including the sun, and construct simple electrical circuits using batteries, bulbs and wire. In their study of life processes and living things they use the outside environment well, for example when studying the life cycle of frogs. By the end of Year 6 pupils' knowledge and understanding of scientific facts, including the way in which liquids and solids might be separated, how the heart and lungs work and how living things adapt to their environment, is good.
65. In all the lessons observed the quality of teaching and learning was good and an analysis of the pupils' work carried out over time confirms this. Teachers' scientific knowledge is good and is used effectively to explain scientific processes and provide opportunities for pupils to devise their own experiments. Good examples were observed in a Year 3 lesson investigating the sources of sound and the effects of vibration and a Year 5 class studying up-thrust on objects in water. Teachers pay particular attention to the importance of fair testing and the acquisition of specific scientific vocabulary and facts, which is particularly apparent in pupils' knowledge of materials and their properties. This enhances greatly pupils' understanding and reasoning powers. The purposeful atmosphere created in all lessons contributes significantly to nurturing the very good attitudes and enthusiasm for learning of nearly all pupils. By Year 6 pupils are enthusiastic, independent workers whose learning accelerates because of these features and because teachers have very high expectations of what they can achieve.
66. The subject is led and managed well by the enthusiastic, knowledgeable co-ordinator as was the case at the last inspection. She ensures that all aspects are covered and that planning contains opportunities for progression and continuity. Very good, rigorous assessment procedures are in place, and these are used well to set targets for the next stage of pupils' learning. The system of setting according to capability in Year 6 is having a positive impact on pupils' learning. Pupils' work is evaluated on a regular basis and a detailed portfolio of graded samples ensures that all teachers are aware of the high standards required in each year group. Although class observations of teaching and learning have not yet been carried out yet, this aspect of management is included in the school improvement plan for commencement in the summer term. The school has made very good improvement to standards in the subject since the last inspection as a result of continued development of the quality of provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- School well resourced to deliver all aspects of the subject.

- Good leadership and management by the joint co-ordinators have led to good improvements in provision.
- Clear and effective systems and procedures for monitoring pupils' achievements as they move through the school.
- All staff confident in delivering the subject in the two suites, and in the classroom.
- All staff give effective guidance and prompts when working on computers.

Commentary

67. By Year 2 and Year 6 pupils' attain standards that are in line with national expectations and their achievement is good. There has been good improvement since the last inspection, when there was a need to improve resources in the subject. Since then pupils have had better access to the subject to develop and apply their skills and teachers now plan the use of ICT in other subjects.
68. In all lessons seen when ICT was being used, teaching staff displayed secure subject knowledge and used the equipment well. Teaching and learning are satisfactory overall.. Lessons are well planned, and include the effective use of interactive white boards in classrooms and computers in the two computer suites. This was demonstrated in a Year 4 lesson, when pupils were making repeated patterns of an already completed picture, using the cut and paste keys confidently. Teachers use effective guidance and prompts to help pupils' overcome any difficulties they encounter when using computers. This was seen in a Year 1 lesson, when the teacher gave guidance and prompts to pupils when they were accessing different reading books from a website book page. When pupils are working with computers they treat with them respect, and allow other pupils to use them when working in pairs, for example, in a Year 6 mathematics lower set lesson.
69. All pupils' enjoy working in the computer suites or when working on class based computers. The resources for the subject are good and include two computer suites, which are all net linked, and include two computers in each infant class, and one computer in each junior phase class, with each classroom having an interactive white board. The school has appropriate Internet safety procedures in place when pupils access different websites.
70. The leadership and management by the joint co-ordinators are good. There are whole school assessment procedures in place which monitor and record pupils' achievements as they move through the school. Both co-ordinators monitor teachers' planning on a half-termly basis against pupils' work, and are developing an electronic portfolio of sampled work to help with assessment and assist with improving standards. Both co-ordinators are aware that there is a need for a focused approach to using class based computers across the curriculum to reinforce skills learnt in the computer suite. The school has made good improvement since the last inspection in improving resources for the subject including teacher confidence in teaching the subject.

ICT across the curriculum

Pupils make regular use of their satisfactory ICT skills. When pupils work in the two computer suites they access different areas of the curriculum, such as literacy in a Year 1 lesson, and mathematics in a Year 6 lower set lesson. Although class based computers are used to support learning in different subjects, for example, a Year 6 religious education lesson, teachers do not yet plan enough opportunities for pupils to apply their skills and develop their understanding of computers for pupils' learning to be good in the subject. Given pupils' enthusiasm for using computers, with more planned opportunities to use computers in a wide range of applications their skills level would quickly improve.

HUMANITIES

Only three lessons were seen in geography and history so no judgement is made about overall provision. Additional evidence includes an analysis of samples of pupils' work and discussions with them. No history work for Class 6 was available because history is taught in the summer term. A judgement on standards at the end of Year 6 cannot therefore be made.

Commentary

71. Standards in **geography** at the end of Year 2 and Year 6 are in line with national expectations, which is similar to the last inspection. Pupils' learning, including those with special educational needs and for whom English is an additional language, is satisfactory overall. Achievement is also satisfactory, as evidenced in an analysis of samples of pupils' work over the year. However, in the Year 1 lesson that was observed, learning and achievement were good.
72. Pupils in Years 1 and 2 carry out simple mapping and describe their route to and from school. They use the outside environment well to reinforce geographical skills, as noted in a good Year 1 lesson where pupils decided how to make areas in the school grounds safer. Many know the difference between human and physical features. In Year 2, for example, this is borne out in their study about living conditions, types of work and recreation when comparing Halesowen to island life on the Isle of Struay. By the time pupils leave Year 6 their knowledge of the British Isles has developed satisfactorily and they understand how people can both improve and damage the environment. Their knowledge and understanding of other places are enhanced, for example, when Year 5 visit Stratford upon Avon and compare the similarities and differences between this tourist attraction and their own locality. A pleasing feature is the use of the internet to access information, as observed in a Year 6 lesson about weather patterns in different parts of the world.
73. Pupils begin to build their sense of chronology in **history** from an early age. Starting in Year 1 they compare old and new toys and photographs of themselves now and when they were babies. By the end of Year 2 their knowledge and understanding of chronology is enhanced by constant referral to time-lines while studying events such as the Gunpowder Plot or sequencing events in the life of Florence Nightingale, as observed in a Year 2 lesson. Before leaving school the majority have mastered the skills of historical interpretation and enquiry, and know how past civilisations have influenced the present. This was seen to good effect in a Year 3 lesson about Victorian life-styles and how attitudes towards children and education have changed over time. Primary and secondary source materials are used well to effectively stimulate the pupils' natural inquisitiveness, as noted in a good Year 5 lesson about the Ancient Egyptians. Pupils' moral and cultural development is enhanced as they explore aspects of Ancient Greek, Roman, Viking and Anglo-Saxon life. Their study of history is enriched by educational visits to places such as Aston Hall, Harvington Hall and the Black Country Museum. Another pleasing feature is the link to history with other subjects such as religious education and English, seen to good effect during an assembly demonstrating aspects of Ancient Egyptian life. As a result of these activities history becomes alive and events of the past more meaningful.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education makes an effective contribution to pupils' personal development.
- Work is too prescribed at times and lacks sufficient challenge for higher-attaining pupils.

Commentary

74. Teaching and learning are satisfactory overall, although good teaching was observed in Year 6. Pupils' achievement is satisfactory with the result that, by the end of Year 2 and Year 6, standards meet the expectations of the locally agreed syllabus.
75. Teaching at its best is challenging and matched to pupils' abilities. Pupils are given opportunities to reflect on what they have learnt and use their literacy skills well to record their feelings. A pupil in Year 4, responding to Rudyard Kipling's poem "If", wrote "If you are kind to others they will be good to you". Another pupil thought he needed to be "still and quiet" to think about being a Christian. Literacy skills are not used well because in some classes all pupils' written work is exactly the same. Higher-attaining pupils are particularly disadvantaged and teachers miss opportunities to assess pupils' understanding of what they have learnt when they do not provide opportunities for pupils to write independently. Pupils take an obvious pride in their written work, which is beautifully presented and enhanced by detailed drawings.
76. Teachers respect the culture and traditions of others and pass these positive attitudes on to pupils. They provide pupils with valuable insights into religious beliefs, moral values, feelings and behaviour. Lessons are made interesting by linking the learning to pupils' own experiences, giving real meaning to their work. Pupils in Year 2 heard the story of Jacob and Esau and used their own experiences to suggest ways to mend a broken friendship.
77. The co-ordinator has a strong commitment to the subject and provides satisfactory leadership and management. Monitoring to date has focussed on planning and the quality of work in pupils' books. The co-ordinator is aware that the monitoring of the quality of teaching and learning is crucial if standards are to return to the above average level seen at the time of the last inspection. Improvement since the last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. Only one lesson was observed in **music** and so no judgements are made about overall provision. In the lesson seen, teaching was very good and pupils in Year 5 benefited from the very good expertise of the music co-ordinator which enabled them to learn a challenging round which they went on to sing successfully as a four-part round. The quality of their performance was better than that typical for Year 5 pupils. Music plays an important part in the life of the school and a choir and recorder clubs enhance the provision. The visit of a well-known musician, who not only demonstrated his remarkable skills, but also gave every pupil the chance to accompany him, helped to maintain the high standing of music in the school and showed pupils of all ages making a very good response to the opportunity to make music together.
79. Only two lessons were seen in **design and technology**, so there is insufficient evidence to make a judgement about provision or the quality of teaching and learning overall. Analysis of pupils' work, discussions with the subject co-ordinator and analysis of teachers' planning shows that standards are above national expectations at Year 2 and Year 6, as they were at the time of the last inspection. The school's scheme of work provides a good range of experience for the pupils' and ensures a structured development of skills. This was seen in a Year 1

lesson, when high attaining pupils could thread paper strips or thread into symmetrical patterns as part of a wing for a flying insect. The quality of teaching seen in the lesson was good, and all pupils achieved well. In a Year 6 lesson, pupils were making a vehicle that was powered by an elastic band, and had to carry a cream egg as far as possible. High attaining pupils in the lesson could confidently use equipment such as a saw, drill and glue gun during the construction of a particular component of the model, whilst less able pupils needed adult guidance when completing a task. The teaching in the lesson was of good quality and all pupils achieved well. Work in pupils' books showed good attention to planning and evaluation. Pupils are clearly encouraged to consider ways of improving their designs before embarking on making a product.

ART AND DESIGN

Provision in art and design is **good**.

Main strengths and weaknesses

- Standards are above the expectation for pupils' age.
- Pupils are confident and willing to experiment with new ideas.
- Teaching and the curriculum are well planned to systematically develop skills and knowledge effectively as pupils move through the school.
- The subject is well managed.
- Pupils' work is highly valued and art and design display contributes greatly to the positive learning environment.

Commentary

80. Standards are above the expectation for age by the end of Year 2 and Year 6 and pupils of all abilities achieve well. Pupils have a good knowledge of different media and techniques in two-dimensional art. This is because they have been systematically taught the skills of drawing, observation, colour mixing and paint techniques since they joined the school in Year 1. Three-dimensional work is similarly well planned and developed and from the earliest age pupils have the chance to produce collages, models, tiles and three-dimensional representations of people and animals. This wide range of experiences helps pupils develop their confidence well and they are keen to experiment and explore possibilities in all aspects of art and design.
81. Teaching and learning seen during the inspection were very good in both the infant and junior classes, and samples of pupils' work, as well as displays, support the judgement that this high quality teaching is typical of what pupils enjoy throughout the year. Lessons are very well planned to allow a block of time to develop ideas and designs before attempting a finished product. Teachers make very good use of electronic boards to illustrate the work of famous artists or the art of other cultures. Teachers demonstrate techniques well and make good use of questions to check pupils' understanding of new or complex ideas. Pupils in a Year 5 lesson made very good progress in their designs based on the work of Escher because the teacher had structured their learning very well. Good feedback on their initial designs helped pupils make improvements which was followed by allowing them to create a tile that would enable them to reflect and tessellate their designs. The result was that all pupils were able to achieve very well and produce patterns of which they were justly proud. Similar high quality learning in a Year 2 lesson supported pupils to produce clay pots of a good standard. Their earlier work based on the sculptures of Anthony Gormley had given pupils a good understanding of how to work the

clay and produce the effects they wanted. In the lessons seen pupils all worked with high levels of concentration and a determination to make a good quality product.

82. The subject is well led and managed by the co-ordinator who has maintained the high standards found at the last inspection. Since that time there have been good improvements the curriculum through the development of visits and links with the local secondary school.

PHYSICAL EDUCATION

Provision for physical education is **good**.

Main strengths and weaknesses

- Effective leadership and management by the subject co-ordinator.
- Impact of specialist teaching and coaching helps maintain the standards achieved by the school.
- Good resources and accommodation to deliver all aspects of the subject.
- Good quality teaching, including secure subject knowledge, effective questioning and guidance in lessons.

Commentary

83. Pupils attain standards above those seen nationally in most schools at Year 2 and Year 6, and achieve well.
84. In the lessons seen teaching and learning was judged to be good overall, with one lesson judged to be of excellent quality. This was characterised by very good subject knowledge, which was used to plan physically challenging activities for all pupils to undertake in the lesson. Good challenge was also evident in a Year 2 dance lesson, when pupils performed a sequence of movements on a theme of a tree responding to the wind. High attaining pupils worked well together in small groups and responded sensitively to the music to create different shapes and movements, whilst less able pupils were helped with adult guidance to create movements. Teachers use demonstration and intervention techniques well in lessons. This was seen in an excellent Year 6 games lesson, when the teacher expertly demonstrated to pupils how to pass in different ways using a basketball. In all lessons seen, teachers made good use of resources, for example, in a Year 1 gymnastics lesson. All teachers dressed appropriately for lessons, and showed enthusiasm for the subject, which set a good example to pupils.
85. The co-ordinator provides good leadership and management for the subject. There are whole school assessment procedures in place, to track pupils' achievements, and the co-ordinator monitors teachers' planning on a termly basis. There is a good range of extra-curricular clubs, which includes specialist coaching, for example, in dance and judo. Pupils receive specialist teaching and coaching in Years 5 and 6, which helps maintain the high standard achieved at Year 6. The subject is well resourced and has ample accommodation to help enhance teaching in the subject. The school has worked hard to maintain the high standards identified in the previous inspection and improvement since then has been good.

Example of outstanding practice

A physical education lesson led by a specialist teacher raised pupils' skills in games skills to a very high level through expert and focused subject knowledge and shared enthusiasm with the pupils.

From the outset in the warm-up the teachers' expertise in physical education engaged every pupil so they were fully prepared to engage in a games skills lesson. The quality of planning produced a wide variety of physical activities, which contributed to the systematic development of passing and receiving skills needed to play mini basketball. The main focus was the different types of passing skills and positions needed in a games situation, which was expertly demonstrated and coached by the teacher. Excellent relationships between the class teacher and pupils were strengthened by targeted questioning and pupil demonstration, which ensured that every pupil was fully involved in all aspects of the lesson.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. The school places good emphasis on provision in personal, social, health and citizenship education. The well planned curriculum covers all of these aspects in ways that are relevant to pupils' understanding. Teachers are careful to link learning in other subjects to these aspects of pupils' development and draw on pupils' learning in science, geography and religious education to reinforce and extend pupils' understanding while ensuring that provision for drugs education and sex education meets statutory requirements. Representatives from the wider community and different faiths bring a wider perspective to pupils understanding. Through the planned curriculum pupils learn about the harmful effects of some medicines and drugs, and about issues surrounding their own maturation.
87. All pupils have the opportunity to learn about the responsibilities and skills of being good citizens through their involvement in both class and school councils. Through these they have learned about the democratic process of election and voting for actions that will affect them all. They have been able to take part in planning and making improvements to their school and feel a stronger loyalty to it as a consequence.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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