

## **Addendum to the Inspection Report for Manor Way Primary School**

The inspection report refers to a "private nursery" using a room within the school. This nursery provision is called Manor Way Pre-School Group. It is not a private nursery. Its work is subject to separate inspection and is not covered in this report.

As a result, there are two alterations to the report-

1. In the section "CHARACTERISTICS OF THE SCHOOL" on page 3, the second paragraph should read-

Manor Way Pre-School Group use a room in the school building and its children continue on into the school in reception. The school provides some community education and is identified by the local education authority as a 'full service extended school' from May 2005

2. Paragraph 40 should read-

The good provision in the Foundation Stage has been maintained since the last inspection and children achieve well. Children have below average attainment on entry to school, especially in terms of their language and mathematical skills. Very good links with the pre-school group that uses a room in the school ease the transfer into reception for the children involved. Children make good progress towards achieving the early learning goals in all areas. Children achieve well although their low starting point and, in the case of some children, their short time in the reception class, mean that attainment for many children in language and mathematics is still below average at the end of the reception year.

End of addendum.

# INSPECTION REPORT

## **MANOR WAY PRIMARY SCHOOL**

Halesowen

LEA area: Dudley

Unique reference number: 103816

Headteacher: Martin James

Lead inspector: Ted Wheatley

Dates of inspection: 16<sup>th</sup> to 19<sup>th</sup> May 2005

Inspection number: 267271

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	207
School address:	Brier Mill Road Halesowen
Postcode:	B63 3HA
Telephone number:	01384 818895
Fax number:	01384 818897
Appropriate authority:	Governing body
Name of chair of governors:	Mr C Woodward
Date of previous inspection:	November 1998

## **CHARACTERISTICS OF THE SCHOOL**

Manor Way Primary School has 207 pupils and has 126 boys and 81 girls. It is broadly average in size. A high proportion of pupils join the school after reception year and many come from out of the local area. By the end of Year 6 about 40 per cent of pupils had joined the school after their reception year. The ethnic background of pupils is mainly white United Kingdom families and there are very small numbers of pupils from Indian, mixed background and other white backgrounds. No pupils have English as an additional language. The percentages of pupils with statements of special educational needs and who have special educational needs are broadly average. The socio-economic background of pupils is average overall and the percentage of pupils entitled to free school meals is well below the national average. Attainment on entry is below average.

A private nursery uses a room in the school building and its children continue on into the school in reception. The school provides some community education and is identified by the local education authority as a 'full service extended school' from May 2005

The school is involved in Primary Leadership Programme and the National College for School Leadership work for developing network learning communities.

The school has Artsmark Gold Award (2005), Activemark Award (2004), Healthy Schools Award (2004) and the Schools Achievement Award (2000).

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10013	Ted Wheatley	Lead inspector	Science Information and communication technology Design and technology
9092	Ron Elam	Lay inspector	
30745	Pat Thorpe	Team inspector	Foundation Stage English Art and design Music Physical education
11816	Geoff Jones	Team inspector	Mathematics Geography History Religious education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Manor Way Primary School is a good school. Children in the Foundation Stage and pupils throughout the school achieve well. Teaching and learning are good and sometimes very good. The school is well led and managed and the headteacher provides very good direction for improvement. The school gives good value for money.

#### The school's main strengths and weaknesses are:

- Good teaching and learning lead to good and sometimes very good achievement.
- The headteacher has a very clear view of what the school needs to do to improve further.
- Very good provision for social development, pupils' very good attitudes and the extremely good relationships throughout the school enhance pupils' learning.
- There is no well defined approach to improving pupils' speaking skills in addressing large audiences.
- There is some misbehaviour by a small number of pupils that is occasionally not effectively dealt with.
- Links with other schools are very good and make an effective contribution to pupils' academic and personal development.
- While some marking is very good, other marking does not always inform pupils how to make further progress.
- The attendance of a small number of pupils is unsatisfactory because they take holidays during term time.

Since the school was last inspected in November 1998, improvement has been good. There were no key issues, but the school has dealt effectively with the minor development points mentioned. Subject co-ordinators have more time to manage their subjects, parents are better informed about the curriculum and targets for pupils are more precise so that parents have a good understanding of what pupils need to do to improve further. Parents of pupils with special educational needs are more involved in working with the school to set clear targets in individual education plans. Since the previous inspection, standards have risen and teaching has improved.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	D	D
Mathematics	B	C	C	B
Science	B	B	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 in the Foundation Stage and throughout the rest of the school.**

Children start in the reception class with below average skills, especially in language and mathematics. By the time they enter Year 1, the great majority of children have met the early learning goals in social and emotional development, knowledge and understanding of the world, physical development and creative development. Some children have not met the goals in language and communication and in mathematical development because they have not been in the reception class for the full year. Overall, children achieve well.

Results in the national tests taken by Year 2 pupils in 2004 were above average overall; they were well above average in reading and mathematics and average in writing. Teachers' assessments in science showed standards to be above average. Standards seen in Year 2 are average in English, mathematics and science, average overall in other subjects and above average in geography. There was insufficient evidence to make a judgement in music.

In the national tests taken by Year 6 pupils in 2004, results were average overall; they were below average in English, average in mathematics and above average in science. Compared with pupils with similar prior attainment in other schools results were above average. Standards in the current Year 6 are above average in English, mathematics and science, above average in information and communication technology (ICT), design and technology and religious education and average in art and design, music and physical education. There was insufficient evidence to make a judgement in other subjects.

Taking into account attainment on entry to the school all pupils, including higher attainers and those with special educational needs, achieve well. Throughout the school standards in writing and mathematics have improved due to action taken by teachers.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall.** Their social development is very good. Children and pupils have very good attitudes and behave well in lessons and around school. Pupils take an active part in the school council. Attendance is satisfactory overall, but a small number of pupils' attendance is unsatisfactory because they take holidays during term time.

## **QUALITY OF EDUCATION**

**The quality of education is good.** In both the Foundation Stage and the rest of the school, teaching and learning are good and sometimes very good. Lessons are challenging and the needs of all pupils are met through carefully planned work and the personal support provided by teachers and support assistants. For the oldest pupils, marking is very good and gives valuable guidance on how to improve work but it is inconsistent elsewhere. Teachers mostly manage pupils' behaviour well, although in a few classes and assemblies they occasionally do not insist on pupils paying attention firmly enough. Assessment is good and information is used very well to set targets and plan teaching. The curriculum is good and the quality of care and support is good. Resources and accommodation are good, links with parents and the community are good, and links with other schools are very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher has a very good understanding of the school's strengths and weaknesses and how the school should improve. He is well supported by the deputy head and other staff. Governance is good and governors are supportive of the school's work and support the drive to improve provision and raise standards.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

**Parents' views of the school are very good and pupils' views are good.** Parents are very supportive of the school and speak highly of the headteacher and staff. Pupils enjoy coming to school and feel that they are treated fairly and maturely.

## **IMPROVEMENTS NEEDED**

- Develop and implement strategies to improve pupils' speaking to larger audiences.
- Ensure that the school's good behaviour management procedures are consistently implemented.
- Share the very good practice in marking seen in school among all staff so that all pupils are consistently advised how to make further progress.

- Work with families to reduce the holidays taken during term time.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Pupils achieve **well** overall and many pupils achieve very well.

#### **Main strengths and weaknesses**

- By Years 2 and 6 pupils' achievement is good in most subjects.
- Pupils with special educational needs achieve well due to high quality support.
- Efforts to improve literacy and numeracy skills are having a positive impact.
- Children in Reception achieve well overall though some children who start school in January do not achieve as well as they should.
- Pupils' speaking skills to a wider audience are underdeveloped.

#### **Commentary**

1. Attainment on entry to the reception class is well below average overall and to the school is below average. Standards of literacy are often below average on entry to the school.
2. By the end of the reception year attainment is below average with many children not reaching the early learning goals in language and mathematics. The great majority of children reach the early learning goals in their personal, social and emotional development, knowledge and understanding of the world, physical development and creative development. Overall, children achieve well, though those children starting in January rather than September do not achieve quite as well as other children in language and literacy because they are not in reception long enough.
3. In the end of Year 2 national tests taken by pupils in 2004, results were above the national average overall. Pupils obtained results that were well above the national average in reading and mathematics and in line with the national average in writing. Teachers' assessments in science showed results were above average overall. Overall, the trend in results was broadly in line with the national trend and the performance of boys and girls was similar. In the National Curriculum tests taken by pupils in Year 6 in 2004, results were average overall. They were below average in English, average in mathematics and above average in science. Compared with schools with pupils of similar prior attainment, results were above average overall; they were below average in English, above average in mathematics and well above average in science. There were fewer higher attainers in the year group than in most years so the proportion of pupils reaching the higher levels in English and mathematics was well below average. However, in science the proportion obtaining the higher levels was above average, due to hard work by teachers to improve pupils' knowledge and understanding.
4. In Year 2 standards are currently average overall and pupils achieve well. Standards in English, mathematics, science, art and design, ICT, geography, history, physical education and religious education are average which reflects good achievement as these pupils came into school with below average attainment. There was insufficient evidence in design and technology and music to make a judgement about standards and achievement. In Year 6 standards are above average; the current year group's levels of attainment were broadly average on entry to the school. They achieve well due to demanding teaching. Standards are above average in English, mathematics

and science. They are above average in design and technology, ICT, geography and religious education and they are average in art and design, history, physical education and music. There was insufficient evidence in music to make a judgement about standards and achievement.

5. The school was disappointed with the results in English and mathematics and has introduced strategies to improve writing and numeracy skills, in particular. Inspection evidence indicates that this is having a positive impact with many opportunities for writing and numeracy in most subjects boosting pupils' confidence and skills. While the effects are good in developing writing skills, they are less effective in developing speaking skills, especially pupils' speaking to large audiences.
6. Pupils with special educational needs make good progress because they are supported well and their learning needs are met. The targets on their individual education plans are carefully thought out to make sure they are measurable and achievable.

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

Standards in:	School results	National results
reading	17.1 (16.7)	15.8 (15.7)
writing	14.5 (16.3)	14.6 (14.6)
mathematics	17.4 (17.7)	16.2 (16.3)

*There were 27 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	26.3 (26.8)	26.9 (26.8)
mathematics	27.5 (26.5)	27.0 (26.8)
science	29.9 (29.5)	28.6 (28.6)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

**Pupils' attitudes, values and other personal qualities**

Overall, pupils' attitudes to school are **very good** and their behaviour is **good**. Attendance is **satisfactory** and punctuality is good. The spiritual, moral, social and cultural development of the pupils is **good** overall.

**Main strengths and weaknesses**

- The great majority of pupils behave well, have very positive attitudes to work and enjoy being at school.
- The school's very good provision for social development leads to very good relationships around the school.

**Commentary**

7. Pupils are interested in what happens in school and they enjoy lessons; some Year 2 pupils volunteered that they also liked the tests. They listen attentively, follow instructions well and usually settle quickly to the tasks given. They are eager to answer questions and contribute their

ideas willingly. These positive attitudes reflect the good quality of teaching and the variety of interesting activities built into the lessons. Pupils with special educational needs enjoy learning because of the good quality support they receive in the classroom.

8. The school provides very good opportunities for pupils to develop their social skills. They interact with classmates in group work, paired discussions and tasks within lessons. The school council and school clubs encourage and enable pupils of all ages to work together well. Pupils show maturity when undertaking different duties around the school. These include helping with meals at lunchtime and supporting younger pupils in the playground. Their awareness of the wider world is enhanced by the wide range of visitors, inter-school sports matches and talks by representatives of charities. Pupils' relationships with other pupils and with adults are very good, similar to those found at the time of the previous inspection and contributing to the quality of work in lessons and to the progress pupils make.
9. The opportunities for pupils to gain insight into values and beliefs in order to develop their spiritual awareness are good. As well as providing time for reflection, school assemblies help pupils to develop a sense of belonging to a whole school community and, each week, to celebrate the contributions and achievements of others. Circle time helps pupils to appreciate their own worth and to raise their self-esteem. Discussions about feelings enable pupils to relate to and understand the views of other people.
10. The provision for cultural development is good. Various subjects provide pupils with a fuller understanding of the world around them with, for example, art and music developing aesthetic awareness. Pupils are starting to appreciate the western cultural background from nursery rhymes and work on, for example, the Greeks and Tudors in history and European artists and composers. Non-western culture is introduced by, for example, African stories in literacy lessons and studying other locations in geography. The school uses visitors to help pupils to start to learn about other cultures in Britain such as a black baseball player and parents talking about Indian foods or Mendi patterns. Nevertheless, the school does not yet provide sufficient opportunities to enable pupils to appreciate life in present-day multicultural Britain.
11. Pupils' attendance is satisfactory but has deteriorated since the last inspection. This is due in part to unauthorised absence of a small number of pupils in families insisting on taking holidays during term time. Nearly all pupils arrive at school on time and the good arrangements for the start of the day lead to pupils settling quickly to ensure a prompt start to lessons.

*Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.3
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.*

12. Pupils respond well to the moral guidance from the school and have a good understanding of right and wrong. Pupils are well mannered and welcoming to visitors. They move around the school in an orderly way when supervised but less so when unsupervised, an example of some pupils who have yet to become self-disciplined. The school uses a variety of positive strategies to encourage good behaviour and the staff generally use these consistently. Nevertheless, in some lessons and assemblies seen there were occasions when pupils chatted to classmates when teachers were talking, and there was no attempt, or ineffective attempts, to control them. Pupils with special behavioural needs are well supported by the staff. Both parents and pupils confirm

that bullying is rare but dealt with quickly and effectively if it does occur. Last year, two pupils were excluded for extremes of unacceptable behaviour.

### *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	186	2	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	6	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 quality of education is **good**. Teaching and learning and the curriculum are **good**. Links with parents, the local community and other schools are **good**. The quality of care, welfare and health and safety are **good**, as are support, advice and guidance. The school values pupils' views and involves them effectively in the school's work.

### **Teaching and learning**

Teaching and learning are **good** overall, and frequently very good. Assessment is **good** and assessment information is used very well to plan lessons and set targets for pupils.

### **Main strengths and weaknesses**

- Good teaching is leading to good achievement.
- Teaching is well matched to the learning needs of pupils.
- Lessons contain many opportunities for independent learning.
- Literacy, numeracy and ICT are incorporated effectively into lessons.
- There are too few opportunities for pupils to develop skills in public speaking and speaking to audiences beyond the small groups of pupils they work with.
- Assessment information is used effectively to plan

### **Commentary**

13. Teaching and learning are good throughout the school. In the great majority of lessons teachers provide clear learning objectives that are shared with pupils and contribute effectively to learning. Lessons are very well planned and most include activities that are carefully planned to meet the learning needs of all pupils. In most lessons teachers adopt a wide range of teaching styles that engage pupils and help them rise to the challenge of what is often very demanding work. Many of the activities that teachers include involve pupils answering questions for themselves, entering into discussion with other pupils, planning investigations and conducting independent research. The best lessons, many in Year 6 and a few in Years 1 and 2, are conducted at a fast pace with the teacher having high expectations of pupils' efforts and performance and rarely taking the easiest option of giving pupils information, but of expecting them 'to find out for themselves'. In these lessons teachers provide a good selection of

resources and ensure that there are opportunities for pupils to use and develop their literacy, numeracy and ICT skills.

14. Overall, the teaching of literacy, numeracy and ICT is good, well planned and enhances pupils' skills in these areas. Pupils are expected and encouraged to write reports and present information in a variety of ways that extend their literacy skills. The exception is that teachers do not help pupils develop their speaking skills enough, particularly their skill in speaking in assemblies or to large audiences. Teachers encourage the use of computers and ensure all pupils use computers regularly. Consequently, pupils acquire confidence to attempt tasks that they are not fully sure of how to manage, but find out for themselves what they need to do.
15. Teachers establish effective, trusting relationships so that pupils feel secure in asking for help and putting forward their own ideas. Teachers' management of pupils' behaviour is good overall and frequently very good. However, occasionally teachers accept a background of quiet chatter in lessons and assemblies that is slightly disrupting or slows the pace of learning. While this does not lead to a serious slowing of learning, it does mean that teachers do not always obtain attention immediately and have to repeat questions and instructions before pupils can move on with their work.
16. Pupils with special educational needs are well taught and receive effective help from well-trained support assistants who question, encourage and help pupils with their learning. Pupils are sometimes withdrawn from lessons for more individual support which has proved beneficial. As a result a significant number of pupils with special educational needs reach the expected level nationally for their age group. However, occasionally the work pupils do outside the classroom is disconnected from the lesson they have just left which means that when they re-enter the lesson they sometimes find it difficult to continue with the work the rest of the class has been doing.
17. Assessment is good overall. The staff assess achievement in English, mathematics and science regularly and accumulate a great deal of information that they then use effectively. This assessment information is used to group pupils so that they receive the support they need and is also used to set targets for each pupil. Pupils' progress is closely monitored and recorded, and pupils are frequently reminded of their current targets. The targets are revised as necessary and are discussed with pupils and their families at the termly consultation evenings. These arrangements are especially effective in Year 6. Additional guidance is provided through the marking of pupils' work though this is less helpful and consistent in Years 1 and 2.

*Summary of teaching observed during the inspection in 39 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6 (15 %)	21 (54 %)	12 (31 %)	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 curriculum provides a **good** range of valuable activities that cater for pupils' needs and ensure that they make progress in their learning.

**Main strengths and weaknesses**

- All pupils have an equal opportunity to learn and make progress.

- The school makes very good provision for later stages in education.
- The school provides a very good range of extra-curricular activities.
- The curriculum is developed very well.

## Commentary

18. The school meets statutory requirements for all subjects of the curriculum, including religious education. The curriculum is well organised with increasingly effective cross-curricular links that the school works hard to improve. The programme of personal, social and health education is good and includes sex education and drugs awareness education.
19. Continuity of the curriculum between different parts of the school is good. It is based on the very close links between the school and the privately run pre-school nursery based within the school building, and with other nursery groups in the area. Children are well known by the school before they are admitted to the reception class. Children from the attached pre-school nursery participate in Friday assemblies and school productions and are often presented with certificates for achievements. There is also a smooth transition between infant and junior parts of the school because the pupils already know their receiving teacher, procedures are consistent throughout the school and the teacher examines samples of work from many of the pupils as a result of the subject co-ordinator's role. There are highly successful links between the school and the main receiving high schools with many Year 6 pupils visiting the high school weekly for a 'bridge' curriculum to extend their learning. Pupils are also invited to an after-school mathematics club, secondary teachers provide after-school sports coaching and several other secondary teachers teach the primary pupils at various times in the year.
20. There is a varied and very good range of activities that take place outside of the school day and serve to enrich the school's curriculum. A very wide choice of sporting activities is available for pupils. There is a football club run by accredited football coaches, a junior dance club run by a secondary physical education teacher, a dance club run for infant and pre-school children, a netball club, multi-sports run by professional coaches, a tag rugby club, a girls' football club, a tennis club, a cricket club and gymnastic activities. Other activities include a wild life watch group whereby pupils are taken to the countryside to look at different features connected with one of the four seasons. In addition, there is a school art club, an art and craft club run by parents and a 'war hammer' club where pupils construct war games, prepare manoeuvres and calculate the points scored if these are successful. Furthermore, pupils have opportunities to participate in the arts. They can choose to learn to play any one of a number of instruments including cello, keyboard, drums, woodwind and brass. They have opportunities to listen to visiting music ensembles, music groups from the secondary schools and solo singers. Pupils also visit the theatre and participate in 'Shakespeare for Children' events.
21. The school provides many opportunities for pupils to experience history, geography, science, religious education, mathematics and design and technology at first hand through a variety of educational visits that give a vitality and relevance to pupils' learning and make it more vivid. For example, they carry out river studies in Leasowes Park and take part in studies such as calculating the speed of the water and the depth of the river. They visit Aston Hall to illustrate what life was like in Tudor times for rich people and Black Country Museum to find out about life in Victorian times for poor people. They experience an air raid shelter, dig an allotment, make and taste food popular in the 1940s, and play children's games of that time. Teachers include imaginative activities. For example, pupils write letters to their parents, pretending they are sailors on board a Tudor ship bound for the New World or they write about a day in their lives as servants in a Tudor mansion. The school is linked closely to a nearby industrial

company that provides a very useful opportunity for pupils to see how ICT skills learned in school relate to the way in which computers are used in an industrial process.

22. Provision for pupils with special educational needs is good and has improved since the last inspection. Parents are involved at an early stage when the school identifies pupils for inclusion on the special needs register. Work for pupils with special educational needs is mostly well planned with effective communication between teachers and classroom support staff. However, occasionally the work pupils do when they are withdrawn from lessons is disconnected from the work the rest of the class follows so that they do not easily rejoin the lesson they left. Higher attaining pupils are extended and challenged in their learning by work that is specifically planned for these purposes and this results in a good proportion of pupils reaching higher attainments levels than expected for their age.

### **Care, guidance and support**

The arrangements for pupils' care, welfare and health and safety are **good**. The provision of support, advice and guidance based on monitoring is **good**. The involvement of pupils in the school's work through seeking, valuing and acting on their views is also **good**.

### **Main strengths and weaknesses**

- The pupils trust the teachers and other staff and know there is always someone to whom they can turn.
- Procedures for ensuring a healthy and safe environment are effective.
- Adults are very caring and know the pupils well.
- The school provides a good variety of opportunities for pupils to express opinions about life in the school.

### **Commentary**

23. As at the time of the previous inspection, staff show good understanding of and concern for the needs of the pupils and provide good role models to encourage personal development. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems. Inspectors confirm parents' views that children are very well supported when they first come into the school, with many opportunities for children to get to know their surroundings and the staff before they start in the reception class. Pupils consider that they are guided very well by the staff and know whom they would go to if they needed help. They also consider that the teachers listen to their ideas. This happens across the school with the discussions in the recently formed school council, and in the classroom pupils can help to decide what to discuss in circle time.
24. The overall attention to health and safety is good. Teachers ensure that pupils are made aware of health and safety issues during lessons such as physical education and design and technology. Risk assessments are in place for trips out and in relation to building work. The headteacher is currently reviewing the extent to which they are needed for other activities in the school. The governors fulfil their statutory duty in this area by overseeing procedures in one of their committees. The school follows the local procedures for child protection and ensures that all staff know how to deal with any concerns that may arise. The arrangements for first aid are good with several trained staff, records kept of treatment and letters to parents if children bump their heads.

25. The school has good procedures for pupils' guidance and these have improved since the last inspection. Assessment of pupils' academic progress is good and information is used effectively to guide pupils into making further progress. The recording of pupils' personal development is less structured though the pupils are given personal targets as well as the academic ones. Staff use praise and rewards effectively to raise pupils' self-esteem and to develop their personal qualities. These include the effective recognition of achievements in a weekly assembly.
26. Pupils with special educational needs are monitored carefully. Their progress is checked regularly, their individual education plans are reviewed at pre-determined dates and the pupils have opportunities to assess the extent of their knowledge and understanding in lessons.

### **Partnership with parents, other schools and the community**

Links with parents are **good** overall. Links with the local community are **good** and with other schools are **very good**.

### **Main strengths and weaknesses**

- Parents hold the school in high regard and are pleased with what the school provides.
- The parents' support at home and in school makes a good contribution to pupils' achievement.
- The school provides parents with a wide range of information about what happens in school.
- The annual reports on their children's progress do not provide sufficient information in some subjects.
- The involvement of a range of organisations and people in the community extends experiences for pupils' personal, social and academic development.

### **Commentary**

27. In their response to the Ofsted questionnaire and at the meeting, parents showed that they are very pleased with what the school provides. Their children like school, the staff expect the children to work hard and pupils make good progress. These views are similar to those at the time of the last inspection.
28. The school sends home regular detailed news and other letters about general matters. At the beginning of each term the work plans show what is to be taught and make suggestions on how parents can help their children. Teachers are readily available at the end of the day as they come into the playground when the pupils leave. From the relaxed, informal conversations seen to take place during the inspection, it is apparent that parents are comfortable talking to the staff. This confirms the comments made by parents that access to the staff has improved. The annual reports on pupils' progress in the summer term generally have a good summary, for children and pupils in reception to Year 2, of what the children know and can do in each subject and include targets for improving achievement. However, reports for pupils in Years 3 to 6 are good for the main subjects but often provide little information on progress for other subjects beyond a coded grid for attainment and effort.
29. Parents' attendance at the termly consultation evenings is good and these evenings provide a good opportunity for parents to become involved in setting targets to help their children improve. A small but significant proportion of parents help regularly in the classroom and others accompany school trips. Parents hear readers at the twice-weekly readers' cafes and they provide good support in the focus weeks during the year. They run a craft club at lunchtime and help with the library. The Parents' Association holds a variety of fund-raising and social events including ones specifically for the pupils. Pupils confirm that their parents usually ensure that

homework is completed. The school involves parents at an early stage in the identification of those pupils with special educational needs. They are also invited at regular intervals to the reviews of their children's progress.

30. While the great majority of parents are very supportive of school, a small but increasing proportion of parents take their children out of school for holidays, causing some disruption to pupils' learning.
31. As at the time of the last inspection community links are wide ranging. The school successfully provides breakfast and after-school care clubs. Visits to a local company extend the pupils' knowledge of technology. Pupils' understanding of society is enhanced by the contact with the local church, charitable organisations and staff from public bodies such as the police and fire brigade. The curriculum is enhanced by the trips out to places in the local area and further afield. Contacts at the secondary level help to smooth the transfer of pupils at the end of Year 6 with the good opportunities for Year 6 pupils to spend several afternoons in their new school before they start. The close links with the staff of the pre-school group based in the school result in children settling immediately in the reception class when they join the main school.
32. The networked learning community of local schools is particularly effective. It provides an exceptional opportunity for staff to develop their expertise by enabling them to meet with their peers in similar schools to improve teaching and learning within year groups and subject areas. One particularly effective initiative, in staff development, is a whole-school exchange where, during a training day, all the staff, including support staff, go to another school for the day to see it in operation. On another day the reverse happens. The local secondary and special schools are also involved in supporting through their particular expertise. Pupils also benefit directly with the involvement of the secondary school enabling primary pupils to extend their numeracy skills and to learn a modern foreign language, as well as supplementing the teaching of subjects such as dance, music and physical education after school.

## LEADERSHIP AND MANAGEMENT

The school is **well** led by the headteacher, deputy head and other staff with responsibilities. The school is **well** governed and management is effective.

### Main strengths and weaknesses

- The headteacher provides very clear direction for the school's improvement.
- The school has a very high level of commitment to ensuring all pupils have opportunities to achieve well.
- All staff and governors have a shared vision of what the school needs to do to maintain its improvement.
- Subject co-ordinators do not observe and evaluate teaching frequently enough.

### Commentary

33. The headteacher has a very clear vision of how the school needs to improve and this has developed through the effectiveness of the school's procedures to evaluate its own performance and to plan improvements. In addition, the headteacher works closely with other schools and has an extremely good grasp of the major issues both locally and nationally and how these will affect the school.
34. The leadership of the school is good. The headteacher and deputy head work closely together and are well supported by other staff. The school is well managed with good communication systems that ensure parents, pupils, staff and governors are kept fully informed and have opportunities to make their concerns known so that, where necessary, these contribute to the school improvement planning process. Governors have good relationships with the school and collaborate effectively in school improvement planning. Governance is good, providing effective support and advice for the school and also a rigorous forum for discussion about proposed changes in the school.
35. Performance management procedures are good. Staff have targets linked to school priorities and personal development.
36. Staff and governors have a good understanding of the school's strengths and weaknesses and work closely together to plan improvements. The monitoring and evaluation procedures are good overall, with very good and extensive procedures to evaluate pupils' work to identify areas for improvement in teaching and the curriculum, and very good mechanisms to support staff to implement effective changes. Procedures to monitor and evaluate teaching by observing teachers teach are satisfactory but not as well developed as other evaluation processes. This means that subject co-ordinators are not as well informed about the quality of teaching and learning as they need to be to carry out their responsibilities very effectively. Nevertheless, the level of professional discussion among staff is very good and teachers are confident in asking for support when they need it and in providing advice themselves. Co-ordinators make good use of the time made available for them to manage their subjects.
37. Financial management is good. The school has good procedures to ensure expenditure is targeted at improvement priorities. Governors have a good overview of finances and, based on the regular, detailed financial reports provided by the school, monitor school expenditure well. Funds are spent carefully with proper attention to obtaining good value for money.

*Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	671,412
Total expenditure	646,274
Expenditure per pupil	3,137

Balances (£)	
Balance from previous year	63,382
Balance carried forward to the next	88,520

### **Community provision**

Provision in community education is **good**.

#### **Main strengths and weaknesses**

- The school offers a wide range of activities, many for parents.
- Pupils benefit from the wide range of activities offered.
- The headteacher works hard to improve community provision.

#### **Commentary**

38. The school provides a wide range of courses for parents of children in the school and for other members of the community. Specialist trainers or tutors are employed to teach parents and they do so effectively. The range of courses covers practical arts and crafts, family health, toddler and parent groups, dance and aerobic classes and also parent helpers courses to train parents to be able to help children in classrooms. Several adults who have attended courses now provide out-of-school activities for pupils, mostly of the arts and crafts varieties, and many pupils benefit from these.
39. The school has been identified as a 'full service extended school' and has delegated funding by the local authority to expand provision. Guidelines for expenditure have only recently been received by the school, but the headteacher is putting a great deal of effort into exploring what further courses or support for parents can be provided. As well as consulting within the school and with parents and governors, he has made initial links with a wide range of local organisations in order to identify local needs.

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

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

40. The good provision in the Foundation Stage has been maintained since the last inspection and children achieve well. Children have below average attainment on entry to school, especially in terms of their language and mathematical skills. Most children attend the private pre-school playgroup housed in the school building before transferring to the reception class in either the September or January of the year they are five. Very good links with this facility ease the transfer for the children involved. Children make good progress towards achieving the early learning goals in all areas. Children achieve well although their low starting point and, in the case of some children, their short time in the reception class, mean that attainment for many children in language and mathematics is still below average at the end of the reception year.
41. Teaching and learning are good, overall, and children's confidence and enjoyment in learning are successfully nurtured, right from the start. The well-planned curriculum includes some shared time with children in Year 1 so that their learning builds smoothly between the two classes. The good management of this stage of children's education has been a significant factor in this. Teachers make continuous checks on children's progress and have a very good understanding of individual strengths and weaknesses. Their regular evaluations of planned work help build on what has already been achieved. Children with special educational needs receive very good support and join in all the activities on offer.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Relationships between adults and children are very good.
- Children's positive attitudes and independence are very well promoted.

#### **Commentary**

42. Children make good progress and reach the levels expected because of the established routines, good teaching and clear expectations of staff. Clear boundaries and the good role models set by adults mean that children rapidly gain in confidence, feel comfortable in expressing their ideas and feelings and achieve well. Children are attentive and eager to learn. They know routines well, settle to tasks with a minimum of fuss and behave sensibly at all times. As they work and play together, children acquire a range of skills and begin to take responsibility for their own actions. They develop initiative and independence in selecting resources, tidying away and making choices in their work.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Reading and writing skills are developed effectively through play.

- Some chances are missed to support children's speaking skills during whole-class sessions.
- Children's reading skills are supported by a wide variety of written vocabulary displayed in the classroom.

## **Commentary**

43. Children make good gains in learning because they are taught well. Achievement is good, although most children will not reach the early learning goals by the end of the reception year. The well-planned sessions provide interest, stimulation and challenge. There are many opportunities for children to 'write' in play activities and they learn how to form letters correctly. The children take books home to share with parents and this builds a strong link between home and school because good communication is established about how well children are doing. The wide range of written vocabulary in the classroom stimulates children's interest in reading still further. Teachers encourage children to listen carefully and to speak and express their ideas and feelings, particularly when working in small groups. However, children are less confident speaking in a large group as opportunities for sustained speaking in a large group are sometimes missed.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Action songs and games are used well to develop and strengthen children's knowledge of number and shape.
- Activities in other areas of learning support children's mathematical development.
- Children do not always form numbers correctly in their written work.
- Mathematical vocabulary is developing well.

## **Commentary**

44. Children make good progress and achieve well from their low start but few are likely to reach the standards expected by the end of the reception year. Children are taught well and this stimulates their interest in number and shape. Teachers use every opportunity to use mathematics and mathematical language. They make learning interesting through stories, songs, games and investigative play. Children make gains in their understanding of number, pattern and shape through practical activities such as counting, playing with construction kits and using the home-corner. Most children correctly identify numbers to 10 and some count to 20 and beyond. However, they do not always form numbers correctly in their writing and the extra time needed to practise slows their progress to the next steps. More able children are beginning to add small numbers together.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children are keen and eager to find out about the world around them.
- Children have a good understanding of how things change and grow.
- The outside area is used well to support children's learning.

## **Commentary**

45. Children achieve well because both teaching and learning are good. Most children are on course to achieve the goals set for them by the time they start in Year 1. Teachers encourage children to investigate using all their senses as appropriate, for instance when they use magnifying glasses to examine insects found in the garden, before replacing them carefully back into the soil. Through planting seeds and watching tiny creatures children are developing a good understanding of how things change and grow. These activities are well led and make good use of the outside area to enhance children's learning. The children were fully focused on increasing their knowledge and understanding and the use of related vocabulary. Children are progressing steadily in learning computer skills and they get a good level of individual support. They are developing a good understanding of their own culture and enjoy celebrating festivals and listening to stories and songs from other cultures.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children have a good sense of space and move with confidence and control.
- Outdoor facilities are good.
- Skills of some children for drawing, writing and cutting are underdeveloped.

### **Commentary**

46. Children develop large motor skills and are increasing their confidence and co-ordination when working in the school hall or the outside area. They demonstrate good body control and awareness of space. The outdoor play area and resources are effectively used to support learning. Teaching is good and children achieve well. Many children will reach the expected levels by the end of the reception year. Although teachers pay appropriate attention to teaching the skills needed to write and use small tools, some younger children struggle to use scissors and pencils correctly and this impedes their handwriting development.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- A good range of art and design activities is available for children to try.
- Children are introduced to both traditional and familiar songs.
- Children have limited opportunities to use musical instruments.

### **Commentary**

47. The teaching is good and children achieve well. They are on course to reach the goals expected for children of their age by the end of the reception year. Children enjoy painting, collage and pattern making and choose from a good variety of materials. These activities are planned well so that adults are involved to encourage children to talk about their work and practise their conversation skills. Children know many songs which they sing tunefully and put actions to the words. Children use musical instruments in a class group but have insufficient opportunities to use them during free choice periods to develop their knowledge of how sounds can be changed.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards in writing are improving throughout the school.
- By Year 6 pupils develop a good range of writing styles.
- Teachers' marking does not consistently explain to pupils how they can improve.
- There are good literacy links across the curriculum.
- There is insufficient emphasis on developing pupils' speaking skills to a wider audience.

#### Commentary

48. In the national tests taken by pupils at the end of Year 2 in 2004, results were well above the national average in reading and in line with the national average in writing. High levels of attainment in reading have been maintained over recent years, but they fell in writing in 2004. In the tests taken by Year 6 pupils in 2004, results were below the national average and lower than in 2003, mainly because this particular year group entered the school with lower than average levels of attainment and contained more than the average proportion of pupils with special educational needs and lower than the average proportion of higher attaining pupils. Compared with similar schools results were below average.
49. Standards are similar to those found at the last inspection. Pupils in Year 2 reach the expected level for their age. By the end of Year 6 pupils achieve above average standards for their age.
50. Improving writing skills for all pupils is a high priority in the school. This is proving successful, particularly where teachers have embraced new ideas and work effectively to motivate pupils. As a result, pupils in Years 1 and 2 develop their ideas successfully. They sequence sentences logically showing a good understanding of how to structure their writing. They sometimes use words to gain the attention of the reader. Older pupils make good progress and by the end of Year 6 reach above average standards in their written work. Pupils experience a variety of different writing styles and know how to adapt their own writing appropriately. They produce writing in many different forms. The standard of stories, in particular, is high. Pupils use lively and imaginative vocabulary and develop and sustain ideas. Words are deliberately chosen for effect. For instance, one pupil wrote, "The aged fellow used his amazing magical powers to conjure up a truly treacherous tempest."
51. Throughout the school, new spellings are taught regularly and care is taken to develop pupils' spelling and punctuation skills and pupils do well. The standard of handwriting is variable but it is usually joined, clear and legible.
52. The quality of pupils' speaking and listening skills is good overall. Pupils in all classes are encouraged to talk about their ideas and to listen carefully to others. Strategies such as 'talking partners' are used well and pupils enjoy sharing their ideas. The good quality of their listening is evident in the questions they ask and answers they give their teachers and each other. Teachers use a very wide vocabulary which is reflected in many pupils' speaking. However, the

school does not have a consistent approach to developing the specific skills needed for pupils to speak more effectively when addressing a larger audience or in a more formal setting.

53. By the end of Year 2, pupils achieve well and reach satisfactory standards in their reading. Teachers build effectively on pupils' previous skills with particular emphasis on reading clearly and fluently. Pupils know the difference between fiction and non-fiction books and use the contents' page with increasing confidence. Older pupils make good progress in their reading and by Year 6 reach above average standards for their age. They use their voices expressively to emphasis the meaning for the listener. They are aware that using punctuation correctly also helps to ensure meaning and to add emphasis to moments of suspense. Pupils throughout the school are familiar with the school library and choose books to share with their families. Parents hear their children read at home and this supports their learning at school.
54. Teaching and learning are good and pupils achieve well. Teachers' planning is comprehensive and care is taken to ensure that pupils acquire a range of basic skills and that suitable work is planned for pupils of different abilities. The accurate use of assessment to set targets in reading and writing supports pupils' good achievement. Work in pupils' books is marked conscientiously but in only one class does the teacher consistently provide pupils with clear information they need in order to improve.
55. Leadership and management are good. The co-ordinator has a good grasp of what is working well and what needs to improve and has ensured that the school's initiative in developing better writing skills has been followed through effectively. Thorough monitoring of teachers' planning and the quality of pupils' work is carried out systematically but there are insufficient observations of teaching by the co-ordinator to enable her to form an accurate picture of the quality of teaching currently taking place.

### **Language and literacy across the curriculum**

56. Language and literacy are used and developed well across the curriculum. Writing is developing particularly well in science, religious education and history. For example, pupils write letters to the local vicar requesting him to lead an assembly, whilst in history, imagine themselves as a child in Tudor times and record their daily life in a diary.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- The quality of teaching and pupils' learning is good.
- Assessment of pupils' attainment is thorough and the outcomes are used to plan the next steps in pupils' learning.
- The mathematics co-ordinator provides very good leadership and good management.
- Lessons are planned carefully and pupils enjoy them.

### **Commentary**

57. In the national tests taken by pupils at the end of Year 2 in 2004, results were well above the national average and all pupils obtained the average level or higher. Results were similar to those in 2003. In the national tests taken by pupils at the end of Year 6 in 2004, results were average overall and similar to the previous year. Although the percentage of pupils obtaining

the average level was well above the national average, the percentage obtaining the higher levels was well below average, reflecting the overall below average level of attainment of these pupils on entry to the school. Compared with similar schools, results were above average.

58. Currently, standards overall are average in Year 2, due to the high proportion of pupils with special educational needs. The pupils in the present Year 6 class are currently performing at an above average level in mathematics and this is better than the attainment of the previous group of Year 6 pupils; there is a significantly higher proportion of higher attainers in this year group. A small percentage of pupils in Years 4 and 5 do not have a good enough instant recall of number facts and this hampers them when they are required to carry out speedy calculations. However, the vast majority of seven and eleven year old pupils are achieving well for their capabilities.
59. Teaching and learning are good. Teaching encourages and interests pupils in both key stages and as a result, all pupils make good progress in their learning because the work provided is matched to their particular needs. Higher attaining pupils are given challenging work and lower attaining pupils and those with special educational needs are supported well by competent teaching assistants who probe their level of understanding through well-phrased questions. Teaching assistants take action to help these pupils overcome their learning difficulties. Teachers have high expectations of pupils' behaviour and succeed in motivating them to work hard during lessons. This results in successful acquisition of knowledge and understanding and good progress. Teachers use a range of strategies effectively so that all pupils succeed in their learning. Sometimes pupils are asked to discuss how they would solve mathematical problems in pairs or small groups, sometimes mathematical techniques are taught directly and at other times pupils are provided with structured learning resources as a support and to encourage good understanding of mathematical ideas. All teachers use interactive whiteboards for teaching the whole class and this promotes efficient lessons that have instant access to material teachers have prepared previously.
60. Teachers work hard to ensure that their pupils receive lessons that are beneficial and exactly right for their learning needs at the time and this has helped pupils to achieve well. The aims of lessons are clear and are always shared with the pupils. This enables pupils to focus sharply on the mathematical skills they are expected to learn, and leads to a sense of purpose and pupils motivated to learn and to make reasoned judgements at the end of the lesson about how successful they were in understanding new ideas or acquiring fresh skills. Detailed lesson planning always includes different activities designed carefully to consolidate pupils' understanding or to familiarise them with a new idea in mathematics.
61. Teachers assess pupils at the end of each lesson and decide the extent to which each one has achieved a thorough understanding of the stated aims. Most teachers are skilful at phrasing questions to identify whether pupils have understood sufficiently to move on to the next step in learning. These assessments are recorded and used to plan the content of following lessons. If a pupil continues to have difficulties these become targets for future lessons and are monitored regularly. Pupils' overall attainment levels are assessed and recorded each term to make sure that progress is moving in a continual forward direction. Pupils are also involved successfully in self-assessment; they are expected to make a judgement on their own progress each lesson. This helps pupils to have a clearer idea of how they can improve and provides a further signal to teachers about whether pupils need further support.
62. The subject co-ordinator works very hard to ensure that pupils attain the highest possible standards and achievement. Monitoring of pupils' work is rigorous and provides a clear view of

how well they are progressing in acquiring skills, knowledge and understanding of mathematics. She monitors samples of pupils' books in each class to make sure that they are making as much progress as possible and to evaluate the quality of marking by the class teacher. The co-ordinator has been proactive in liaising with the local high school, resulting in a secondary mathematics teacher providing a weekly support for pupils who are underachieving. Rigorous analyses of pupils' answers in the annual National Curriculum tests are carried out to identify overall strengths and areas for improvement. These findings are shared with all in order to plan strategies to improve achievement. For example, members of staff are currently focusing on problem solving because it was identified as a weakness in the previous analysis. As a result, whenever pupils acquire new mathematical skills teachers provide opportunities for pupils to use these when solving problems. Although teaching is monitored with useful and frank feedback discussions and written evaluations provided, the process is not frequent enough to ensure that the drive for improvement is sustained at a consistent level.

### **Mathematics across the curriculum**

63. Overall, pupils' numeracy skills are good. Pupils are provided with a good range of opportunities to use and improve the mathematical skills they have learned in lessons across the curriculum. Following certain experiments in science lessons they average the numerical results and evaluate the resulting data. Pupils carry out geographical and traffic surveys and represent the results of these graphically as well as those emanating from scientific investigations. They also need to weigh items in experiments and calculate weights before and after the experiments have concluded. In so doing pupils need to read graduated metric scales and are called upon to convert units from large to small scale. They regularly have to accurately measure lengths of a range of materials during design and technology lessons when designing and making objects.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Teaching and learning are good and pupils of all levels of prior attainment achieve well.
- Resources are used very effectively.
- The quality of investigative work is good and encourages pupils to develop independent learning skills.
- The subject is very well led with a very clear vision of how improvement can continue.

### Commentary

64. In teachers' assessments at the end of Year 2 in 2004 all pupils obtained the average level or better. The proportion of pupils obtaining the higher levels was broadly average. In the national tests taken at the end of Year 6 in 2004, results were above the national average. All pupils obtained the average level and the proportion reaching the higher levels was above the national average. Results have stayed at this level over recent years and compared with schools with pupils of similar prior attainment results were well above average. Improving pupils' investigative skills and focusing on helping them express their knowledge and understanding accurately have been a priority and the school has been successful in this.
65. Currently standards are average by Year 2 and pupils achieve well taking into account below average attainment on entry to the school. The majority of pupils have a good grasp of the principles of fair testing, predicting and what they will look for in the way of evidence to test their predictions. Overall, pupils' understanding and knowledge of the subject are average. However, higher attainers have a good understanding. For example, they know what the best conditions are for seeds to germinate and they also keep good records of experimental results.
66. Standards in Year 6 are above average and pupils achieve well – some very well. Pupils are enthusiastic about the subject and work very hard. Pupils have an above average understanding of how to conduct investigations and the highest attainers know about the importance of controlling 'variables' and keeping some conditions 'constant' – and use these words accurately. They work well together in small groups, share responsibilities effectively, and discuss how experiments should be managed and how reliable results are. Pupils answer questions well, though when it comes to explaining ideas to large audiences, they are hesitant. Knowledge and understanding are good and pupils make good use of ICT, increasingly so for measurement and data collection. Pupils' written records of work are good and illustrate well-expressed ideas and understanding.
67. Teaching and learning are good overall and sometimes very good, particularly in Year 6. They are good and sometimes satisfactory in Years 1 and 2. Most lessons and nearly all of pupils' written work shows that teachers have high expectations and set tasks that are well matched to pupils' learning needs whether they are the highest attainers or those with special educational needs. Teachers plan their lessons well and most teachers use a wide range of teaching methods that interest and engage pupils in their work. This is better in Years 3 to 6 than in Years 1 and 2 where occasionally teaching methods depend on skills pupils do not have, for example drawing and writing. Teachers manage pupils well overall although on rare occasions teachers are not quite assertive enough in demanding attention during discussion or when giving instructions. Marking is good overall and in the best instances teachers give advice, ask and guide pupils to improve their work and give a clear indication of how well pupils are performing. In some

other instances marking is clear about how well pupils perform but provides less guidance on how to improve.

68. The subject is very well led with a very clear view of the actions that are needed to further raise standards. The co-ordinator has a very good understanding of the strengths and weaknesses within the subject, gained mainly from a very thorough review of pupils' work throughout the school, sharing the findings with staff and discussing how improvements can be introduced. This has not been further strengthened with frequent enough observation and evaluation of teaching. Assessment procedures are good and assessment information is used effectively to identify pupils' strengths and weaknesses and to set targets to help them improve and to plan teaching. Improvement since the last inspection has been good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils achieve well due to good teaching.
- The curriculum is well planned.
- Provision of ICT through other subjects is good.
- The leadership of the subject is very good.
- Resources are good and staff and pupils use them effectively.
- Pupils do not all know how well they perform in the subject.

### **Commentary**

69. Standards are average by Year 2 and above average by Year 6. All pupils achieve well because there are many planned opportunities both within the separately taught ICT lessons and in all subject areas for pupils to use computers. By Year 2 pupils use the keyboard and mouse confidently. They follow instructions on-screen carefully and accurately and use databases with increasing competence. For example, they assemble a 'question tree' to identify specific insects competently.
70. By Year 6 pupils' skills are above average. Pupils use computers to search the Internet using different kinds of questions to find what they are looking for and evaluate the way they search to refine their research techniques. Having accessed various websites, pupils download images, search maps and move text and pictures around to complete their own work. In other lessons pupils use computers to control the movements of a 'buggy'; they take photographs on a digital camera and download the pictures to a laptop computer in order to edit them. Pupils use and improve their ICT skills well in most subject areas.
71. Teaching and learning are good and sometimes very good. Teachers plan lessons very well and make very good use of available resources. Work is challenging; teachers and support assistants monitor what pupils do and ensure that there are further tasks that extend the highest attainers and support the lower attainers. Tasks are interesting and designed to encourage pupils to find out for themselves and to engage in independent learning, which they do readily. Teachers manage pupils well, making sure that they help each other and also that they feel free to seek help from adults.
72. The subject is very well led and well managed. The school has well-developed plans for further improvement and training is provided for staff as they need it. Teachers make good use of

interactive whiteboards and data projectors. Assessment procedures are satisfactory overall; teachers keep track of pupils' achievements through their use of applications though pupils do not all know how well they are performing. There are good links with local companies which have contributed effectively to work done in control technology. Overall, improvement has been good since the last inspection.

## **HUMANITIES**

### **Geography**

73. It was not possible to observe a sufficient number of geography lessons to make secure judgements on the quality of teaching and learning and on provision. However, an examination of pupils' work over the present school year showed that the attainment of seven year olds is average and that of eleven year olds is above average which would indicate good achievement. Pupils in Years 1 and 2 have had a thematic approach to learning geography and this has enabled them to develop geographical skills successfully through familiar experiences. For example, they have studied their own environment and learned to recognise different types of houses and methods of travelling to different places. They have discussed ways to make the local roads safer for pedestrians and been taught to make maps of the route from their house to school. Such an approach has enabled geography to be relevant and their learning has benefited. Their learning of other countries has also had a thematic approach with a series of lively lessons on the travels of Barnaby Bear. A similar approach is provided for junior pupils. They are taken on supervised visits to the town centre to carry out surveys, carry out traffic censuses near a local main road and walk along the route of a river starting from Mucklows Hill. This direct approach promotes pupils' interest and provides lessons that remain in their memories. For example, when walking the path of the river they notice and learn fresh facts as well as new vocabulary such as 'tributary', 'meandering' and 'confluence'. Teachers use a good range of resources for teaching geography enabling a good level of understanding, especially in Years 3 to 6. Assessment of pupils' performances in geography is at an early stage of development.

### **History**

74. It was not possible to observe enough history lessons in order to make a secure judgement about provision in history. However, following a scrutiny of pupils' work in Years 1 and 2 it shows that they attain average standards and have a satisfactory understanding of historical progress and chronology. Pupils have discussed the differences between flat irons and more modern versions as well as comparing swimming costumes from different times. Pupils' work in Years 3 to 6 shows they have made in-depth studies of famous people and events, for example Florence Nightingale and the Great Fire of London. Pupils learn about important key historical developments in effective ways aimed at building a clear understanding of past events. For example, they learned about events from World War 2 by interviewing a local person who had been a child evacuee at the time and by re-enacting the experiences of child evacuees journeying towards Wales by train wearing clothes with labels bearing their names and carrying gas masks and small items of luggage. Their study of life in Tudor times included good opportunities to develop literacy skills and was made more dramatic because pupils had to write letters to their parents at home imagining they were members of the crew on board a Tudor galleon and also to write an account of the events in a day in their life living in a Tudor house. Assessment of pupils' progress in history is satisfactory.

### **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good and pupils achieve well.
- Pupils learn about religions as well as learning from them.
- Experiences provided for pupils bring insight to their understanding.

### **Commentary**

75. Standards are in line with expectations of the Dudley Agreed Syllabus by Year 2 and above expectations by Year 6. Pupils achieve well. The good quality learning emanates from teachers' good command of the subject and a lively approach to teaching. Through the effective use of the school's very good collection of religious artefacts, pupils build a good knowledge and understanding of a good range of religions. Pupils in Years 5 and 6 have an evident enjoyment of the subject and ask searching questions about the lesson content. Pupils work hard and work independently to find out information. Pupils with special educational needs make good progress, are well supported and are often withdrawn from lessons for effective individual attention. Year 6 pupils learned about the Bible's Ten Commandments and following this made up their own ten rules for living. They considered this task very carefully and thought about their own lives and the kind of things they wanted to change in their own lives. Part of Years 1 and 2 pupils' study about the life of Jesus covered Jesus inviting Zaccheus, the hated tax collector, to have a meal with him. The story was brought to life for these pupils through watching the story enacted by two adults and discussing how Zaccheus had changed for the better after meeting Jesus and the example and impact this story had on their own lives. This taught them that other children might have regarded their behaviour as having negative characteristics like the former behaviour of Zaccheus.
76. Teaching and learning are good. Most lessons are well planned and pupils improve their knowledge through a systematic step-by-step approach to teaching and learning. Teachers provide good opportunities for pupils to enhance their learning through drama and role-play. For example, Year 2 pupils visited a local church to take part in an activity involving the process of baptism. Pupils took the role of godparents and parents whilst the vicar baptised a baby doll. This made the lesson content more real and pupils learned about the process in an interesting way. The use of real food and religious artefacts during a lesson on the meaning of a Jewish Seder meal also made the subject relevant for pupils because they could visualise the process and connect it with what happened at the Passover and the subsequent Exodus of the Jewish people from Egypt.
77. The subject is well led and managed. The curriculum includes learning specifically about Christianity, Judaism and Islam and meets the requirements of the Dudley Agreed Syllabus for religious education. Improvement has been good since the last inspection.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design and Music**

78. Due to time-tabling no lessons were seen in art and design or music. There is evidence of good achievement throughout the whole school by the recent Artsmark Gold Award.
79. Artwork around the school and discussion with pupils and teachers show that provision is good and standards have been maintained since the last inspection. Pupils enjoy a wide range of

experiences in art and design and are using a good variety of media. They are taught appropriate techniques and work on display indicates that these are applied well. The school recently ran an arts focus week which involved parents and professional artists working with pupils. Local secondary schools were also involved enhancing the school's very good links with other schools.

80. Provision in music is good. Pupils sing regularly, use percussion instruments, listen to music from a variety of cultures and have some knowledge of famous composers. Pupils have the opportunity to learn to play a tuned instrument with a visiting teacher. The school has two recorder groups and a choir which sings in the church and the community at Christmas. Pupils also take part in musical performances for their family and friends.

### **Design and technology**

81. Not enough evidence was available to make a secure judgement about provision in design and technology. Standards reached by pupils in Year 6 are above average; elsewhere standards are broadly average for pupils' ages, based on the small sample of work available. By Year 6, pupils have a good grasp of the principles of designing, making, evaluating and redesigning. The highest attaining pupils produce detailed evaluation reports. In the one lesson seen teaching was very good and pupils learned well, reaching above average standards.
82. The subject is well led and managed. The co-ordinator has reviewed pupils' work throughout the school and worked with staff to ensure continuity of experience for pupils and to establish common practice in teaching the subject. Teaching has not been observed and evaluated by the co-ordinator on a regular basis.

### **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well.
- Good teaching provides opportunities for pupils to work together.
- Music is used well within lessons.
- Opportunities to participate in sport outside the school day are good.
- Assessment information about the standards pupils reach is not used well enough to improve performance.

### **Commentary**

83. Standards are similar to those found at the last inspection with pupils achieving well and reaching the standards expected in Years 2 and 6. Pupils in Year 2 build on their previous work to improve throwing and catching skills using the outside grassed area effectively. This was a challenging task as a significant number of pupils have poor co-ordination skills but they concentrate hard and persevere. Pupils progress to working in pairs and co-operate successfully to improve each others' skills.
84. Teaching and learning are good. A well-organised and managed lesson provided an opportunity for Year 4 pupils to work collaboratively. Together, they created a movement sequence in preparation for performing at a local dance festival. Sufficient emphasis is put on the importance of stillness in dance as well as the quality of movement. Pupils demonstrate their

dance as part of a group and this is evaluated by other pupils. More use could have been made of these evaluations to improve individual performance. Music was used well in the lesson and pupils responded enthusiastically to the rhythm and the beat.

85. All pupils have opportunity to learn water safety over four years and most pupils can swim at least 25 metres by the time they leave school. There is a very good range of after-school clubs and inter-school competitions which further develops pupils' skills.
86. Leadership and management are good. The co-ordinator is enthusiastic and participates in training initiatives with local schools. This gives access to good practice which is communicated to the staff. She monitors teachers' planning to make sure that all elements of the subject are covered. The school was recently awarded an ActiveMark and the Healthy Schools Award.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

87. It was not possible to observe enough lessons in personal, social and health education (PSHE) to make secure judgements on teaching and learning and on provision. However, the lessons observed and a scrutiny of the co-ordinator's file showed that pupils have a good preparation to lead confident, healthy, safe and independent lives now and when they are older. Pupils in Years 1 and 2 are taught that all household products, including medicines, can be harmful if not used properly. They learn about healthy and unhealthy foods and construct healthy diets for themselves and other members of the family. They learn how to lead healthy lives through the provision of good opportunities for exercise. The PSHE curriculum also covers the development of children's friendship skills and factors connected with their health and safety. Aspects of these are often included successfully in lessons such as religious education, literacy, design and technology and science.

### **Citizenship**

88. No activities linked with citizenship were observed during the inspection period. However, there is ample evidence that the school prepares pupils to play active roles as citizens. Infant pupils are taught that they belong to a range of groups such as their family, the community in which they live and the school community. They agree and follow rules in their classrooms and understand how these help them. They recognise the difference between right and wrong and discuss related issues. They are also taught very clearly to realise that people and animals also have needs and that they have responsibilities in this respect. Junior pupils are provided with experiences of democracy through the school council. However, this is at an early stage in its development and it is too early to make a judgement about the success or otherwise of this school venture. Pupils research and discuss topical issues such as traffic congestion and car parking and find ways of overcoming these in geography lessons.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (Ethos)</b>	<b>3</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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