

# INSPECTION REPORT

## **PARK HALL INFANT SCHOOL**

Walsall, West Midlands

LEA area: Walsall

Unique reference number: 104256

Headteacher: Mrs B Westwood

Lead inspector: Mrs J Moore

Dates of inspection: 27<sup>th</sup> – 29<sup>th</sup> September 2004

Inspection number: 267465

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant
School category:	Foundation
Age range of pupils:	3 – 7
Gender of pupils:	Mixed
Number on roll:	322
School address:	Park Hall Road Walsall West Midlands
Postcode:	WS5 3HF
Telephone number:	01922 721443
Fax number:	01922 639132
Appropriate authority:	The governing body
Name of chair of governors:	Mr Gerald Deakin
Date of previous inspection:	12 <sup>th</sup> July 1999

## **CHARACTERISTICS OF THE SCHOOL**

Park Hall Infant School is a large infant school, situated in a residential area of Walsall in the West Midlands. Pupils travel from other areas to attend the school, which has a very high percentage of pupils from different ethnic backgrounds, most of whom are from Indian or Pakistani heritage. The socio-economic make up of the families is varied. Most children start school with average skills and abilities. There is a very stable school population. The proportion of pupils with special educational needs, including statements of special need, is well below average. Their difficulties include autism, visual and speech difficulties, social, emotional and moderate learning difficulties. Pupils' eligibility for free school meals is well below the level typically found in primary schools.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8710	Julie Moore	Lead inspector	Science Art and design Physical education
10965	Pat Edwards	Lay inspector	
3751	Trudy Cotton	Team inspector	Special educational needs English Citizenship Music
18346	Rod Bristow	Team inspector	Mathematics Information and communication technology Design and technology
28686	Liz Walker	Team inspector	Areas of learning for children in the Foundation Stage English as an additional language Geography History Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Park Hall Infant is a **very effective** school. High quality teaching promotes well above average standards as well as very good achievement for all pupils, two thirds of whom are from diverse ethnic minority backgrounds. The school is an exciting and interesting place to be. Pupils enjoy school, they work hard and they want to do their best. The headteacher's leadership is excellent and the school's management is first rate. Teamwork is exceptional. Everyone works together extremely well to achieve their common goal – which is to make sure that every pupil has the fullest opportunity to achieve his or her personal best in all aspects of the curriculum. They are successful. The school gives very good value for money.

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

- Standards, teaching and learning are very good and pupils achieve very well.
- The exceptional leadership is the driving force behind the school's many strengths.
- The curriculum is excellent in its richness, breadth and balance.
- The school is fully inclusive and pupils and their parents are valued and respected.
- There is very good provision for pupils with special educational needs and for those pupils who do not speak English at home.

The previous inspection report highlighted many strengths and few weaknesses. This high quality education has been maintained and strengthened and there has been good improvement. The school team has the willingness and capability to continue to improve.

### STANDARDS ACHIEVED

Pupils' achievement is **very good**. When children join Park Hall Infants their skills and experiences are broadly similar to those of other children of similar age. When they leave, aged seven, their standards are in the highest five percent in the country. These pupils have made rapid progress in the tested subjects during their time in school. When compared to similar schools standards are very good, as outlined in the table below.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	A	A	A*	A
Writing	B	B	A*	A
Mathematics	A	A	A*	A

*Key: A\* - high standards; A - well above average; B – above average; C – average; D – below average; E – well below average; E\* low standards. Similar schools are those whose pupils are entitled to similar rates of free school meals*

This year's test results (2004) are equally high and the school's trend in pushing up standards is above that of most other schools nationally. Children in the Foundation Stage<sup>1</sup> achieve highly. Many of them achieve their expected goals and they are working within the National Curriculum by the time they leave the reception classes.

Pupils have very positive attitudes to school life generally. Their personal development and their behaviour are **very good**, as is their spiritual, moral, social and cultural development. Attendance rates are above the national average.

<sup>1</sup> The Foundation Stage is the name given to the nursery and reception classes.

## QUALITY OF EDUCATION

The quality of education is **very good**, as are teaching and learning. There are no significant weaknesses in the quality of education but two minor areas for continuing development are in information and communication technology and the creation of more time for a minority of younger pupils to develop their speaking and writing skills. The curriculum is excellent in that it excites and challenges pupils of all ages and capabilities. This includes pupils with special educational needs as well as those from ethnic minority backgrounds and those for whom English is an additional language. The ethos for learning is first rate across the entire school. Teaching assistants and nursery nurses support teachers and pupils very well, no one is left out and the school is fully inclusive. Pupils are well cared for and they have very good levels of support that enable them to do so well and to achieve highly. There are good partnerships with parents and good links with other schools and the wider community.

## LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and key staff is **excellent**. Governors do an outstanding job. The school's management is **first rate**. The strong teamwork and high levels of motivation are crucial to the school's success in continuing to improve. A major strength of the school is the high quality of its systems for evaluating how well it is doing. Strengths and weaknesses are identified straight away and no time is wasted in putting in support where there are gaps in the school's provision.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are well pleased with the school, although they find it difficult to understand some comments in their children's reports. They appreciate the many interesting and challenging activities that are provided for their children. Pupils are happy to come to school and they enjoy learning.

## IMPROVEMENTS NEEDED

The school has no significant weaknesses. The following minor issues should be considered for improvement:

- Continue developments in information and communication technology.
- Create more time in a small minority of literacy sessions for younger pupils to develop their speaking and writing skills.
- Review pupils' reports so that they are easier to understand.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are well above average and pupils' achievement is **very good**. Pupils from minority ethnic backgrounds, who are represented in the full range of ability groups, also achieve highly.

#### Main strengths and weaknesses

- The school team works very hard to ensure that all pupils at Park Hall Infants achievement is high.
- Standards are well above average in the main subjects of English, mathematics and science.
- There has been a good improvement in standards in information and communication technology (ICT). Standards are above average.
- Pupils with special educational needs achieve highly, like their classmates.
- Pupils who are learning to speak English make very good progress because they are supported very well.
- Children have a very good start to their school career in the Foundation Stage and their achievement is very good.

#### Commentary

1. Standards are well above average. They were in the highest five percent in the country in the national tests in 2003, with similar levels maintained in the most recent tests in 2004. Pupils make very good progress during their time in school and their achievement is high across the board. Standards are improving more rapidly than they are in most other schools in the country. When standards are compared to those in similar schools they are well above average. The table that follows identifies the very high standards that pupils attained in 2003.

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

Standards in:	School results	National results
Reading	18.4 (18.2)	15.7 (15.8)
Writing	17.5 (15.4)	14.6 (14.4)
Mathematics	19.0 (18.7)	16.3 (16.5)

*There were 90 pupils in the year group. Figures in brackets are for the previous year*

2. When most children join the nursery their skills and understanding are broadly average in most areas of learning with the exception of spoken English. A minority of children have very little or no English. Routines are quickly established and the children soon settle into day-to-day activities in the nursery. Not all the reception children have attended Park Hall nursery and some members of this large group have limited social and linguistic skills. However, children settle down very quickly and they get off to a flying start, exceeding their targets by the end of the reception year. These very good beginnings are built upon and extended across each year group.
3. Pupils in Years 1 and 2 are developing their speaking skills very well. This is a major area of focus for the school team as many pupils have dual language. Year 2 pupils speak with confidence and assurance in small or large groups, as do most Year 1 pupils. Reading skills develop rapidly and pupils of all capabilities have a good range of strategies to identify unknown words. They read fluently, with very good levels of understanding. Reading is a pleasure and it



is enjoyed. Parents appreciate their own involvement in helping their children to read and they are pleased about this. Standards in writing are well above average and pupils are competent at organising their ideas and thoughts. Non-fictional writing has a clear focus and is well structured as pupils keep the reader in mind.

4. Numeracy skills are developed very successfully in the daily mathematics sessions. By the time they are seven about half the pupils are attaining higher levels than those expected for pupils of their age. Pupils are competent at interpreting data, which they represent as graphs or charts. They understand place value and have a good range of strategies that enable them to arrive at a solution to their mathematics problems. In science, pupils have very good investigative skills. They plan their investigations collaboratively, deciding what equipment they will need to set up a 'fair test', and recording their findings in many ways.
5. Standards in ICT are above average. Recent improvements to the ICT curriculum are having a positive impact and ICT is used well to support learning in other subjects. Standards are satisfactory in religious education. This is because many pupils do not have a secure body of knowledge about Christianity. Standards are average or above in all the other subjects of the national curriculum that were inspected.
6. Pupils with special educational needs achieve very well. Shared targets and high expectations motivate all to do their best. High quality assessment of what pupils know and can do leads effectively to the next step in their learning. Pupils with reading and writing difficulties achieve well in small groups outside the classroom, because work is specifically tailored to meet their needs.
7. Pupils who speak dual languages also make very good progress. Their progress and achievements are tracked and recorded very well. They have very good support from their own teachers and from visiting teachers, and their achievement is very good.
8. There are no significant differences in the achievement of boys or girls, or in the achievement of pupils from different ethnic backgrounds or capabilities. The school keeps a close track of individual pupils, charting their progress and achievement at regular intervals in all subjects. All the data about the school's performance is analysed thoroughly with subsequent action carefully planned. Targets are set for individuals, as well as for each group and class, all of which means that appropriate support can be quickly put in place and improvement evaluated and measured.

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

Pupils' attitudes, values and behaviour are **very good**. Their spiritual moral and social is **very good** with **good** cultural development. Attendance is **above** the national average.

### **Main strengths and weaknesses**

- Pupils' behaviour is very good and they enjoy coming to school.
- Relationships between all members of the school community are very good.
- Pupils' spiritual, moral and social development is catered for very well.

### **Commentary**

9. Pupils have maintained their very good attitudes to their learning since the previous inspection. They like being part of the school community and enjoy the activities provided for them. They listen carefully and know they need to work hard to do their best. The behaviour of pupils is very good, and this includes pupils with special educational needs and those pupils who are dual language learners. Staff have high expectations for behaviour and adopt a consistent approach to encourage good behaviour. Relationships between staff and pupils in the school are very

good. Pupils enjoy acting as helpers such as buddies and register monitors, which encourages their independence.

10. Staff value pupils' ideas and provide very good opportunities for them to reflect, use their imagination and develop self-awareness, for example their work in the conservation area. Staff provide very good role models in their dealings with pupils and each other. Pupils have a clear understanding of right and wrong through regular discussions about behaviour and relationships especially in Year 2 through the social growth programme. The collections for the Bulgarian Trust and other charities enables pupils to appreciate the needs of others less fortunate than themselves. Pupils have a good understanding of different cultures because the school highly values and celebrates diversity through visitors to the school and the participation of pupils in cultural events. British cultural heritage has limited recognition.
11. Attendance is above the national average. Staff monitor attendance very carefully. Punctuality is satisfactory, parents know the school rules regarding punctuality and absence. The home school agreement supports the school's policies on attendance, behaviour and homework.

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

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.2
National data	5.4	National data	0.4

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

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is **very good** throughout the whole school.

### **Teaching and learning**

The quality of teaching and learning is **very good**.

### **Main strengths and weaknesses**

- Teachers know their subjects well and they create a happy and purposeful learning environment in which pupils' achievement is very good.
- Relationships are very good.
- There are very good systems for assessing how well the pupils are doing.
- Individual and class targets give pupils a clear steer about what they have to do next.
- Pupils work hard when they are on their own or in a group, they enjoy learning.
- Pupils with special educational needs have very good support, as do dual language learners.
- A very small minority of pupils in Year 1 need more time to practise their speaking and writing skills.

### **Commentary**

12. There have been good improvements in the quality of teaching and learning since the last inspection. Teamwork is strong and the staff are determined that all the pupils at Park Hall Infants will make rapid progress; they are successful. Teachers are well aware of the importance of creating a stimulating and interesting learning environment in which pupils' knowledge and understanding are promoted very well. Very good relationships underpin this goal, which is one of the reasons why it is successful.

## Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25 (49%)	23(45%)	3(6%)	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.*

13. There are many strengths to the teaching and learning and few weaknesses. Around half the lessons were very good and these were in every year group in the school. The main subjects of English, mathematics and science are taught especially well, and there is some very good teaching in the other subjects too. One minor point; in a very small number of literacy lessons some younger pupils do not have enough time to practise their speaking skills or their writing skills. When this happens it curtails their progress.
14. When children join the nursery their skills and understanding are broadly average, although a significant minority are dual language learners with a limited understanding of spoken English. Early assessment pin-points where children need extra support, which is provided straight away so that no time is wasted in moving children's learning forward at a good pace. The strong focus on developing spoken English pays dividends and the children soon start to achieve highly. This aids their understanding as well as enabling them to have full access to the wider curriculum in both the nursery and reception classes. Children's skills, knowledge and understanding are extended and developed very well as children move through the Foundation Stage. They are very well prepared for Year 1.
15. There are very good systems for checking out and recording pupils' progress and achievement, and this is a strength throughout the school. Staff have accurate information about how well their pupils are doing and this helps them to plan appropriate tasks that challenge and extend learning at every level. Teachers make very good use of individual and class targets that are specifically identified so that pupils' learning does not falter and high standards are maintained. Work is carefully marked, clearly indicating what pupils have to do to improve and to reach their targets. Homework has a key role in promoting learning and parents like this. They are pleased to be able to help their children at home.
16. Pupils' skills are developed very well and this holds good for the creative, practical and physical subjects as well as for literacy and numeracy and ICT. Lessons move forward at a cracking pace and no time is wasted. Teachers have high expectations about what the pupils are capable of achieving and the pupils rise to the challenges that are set for them. The school caters very well for pupils of all capabilities, including higher, average and lower attainers, pupils with special educational needs and dual language learners. There is a total commitment to ensuring that pupils are given every opportunity to succeed.
17. Teaching assistants have a valuable role in promoting effective learning, especially for those pupils with special educational needs. They work closely with teaching staff, being involved in daily on-going assessments, which promote and extend pupils' learning very well. Their support enables the pupils to achieve their targets more speedily. Pupils who are at an early stage in learning to speak English achieve as well as their classmates. They have very good support and the natural use of the pupils' home language helps them to learn with confidence.

## The curriculum

The curriculum is **excellent**.

### Main strengths and weaknesses

- The curriculum throughout the school is very well planned.
- The Foundation Stage curriculum makes very clear and positive links through every area of learning so that children experience wholeness in their learning.
- The very good resources are used to exceptionally good effect.
- The school provides a vibrant stimulating environment for all pupils.
- The limitations of the mobile classrooms restrict some opportunities for teaching and learning.

### Commentary

18. The curriculum for pupils throughout the school is outstanding and meets the statutory requirements, including those of the Locally Agreed Syllabus for religious education. The classrooms and outdoor areas are especially well set out to make all learning a real and relevant experience. The themes or areas of learning are carefully thought through so that all aspects of learning have clear links with each other.
19. Planning throughout the school is exceedingly good and lessons are built on the achievements and progress of pupils over time. The curriculum is progressive and appropriate to the needs and abilities of individual pupils. The very good quality support throughout the school ensures the needs of dual language learners are met in full and they have full and equal access to the all aspects of learning. Resources throughout the school are excellent and used to promote vibrant and active learning. The lack of some facilities in the temporary classroom limits spontaneity but does not detract from the quality of teaching and learning in the classrooms.
20. An interesting and varied indoor curriculum is provided for children in the nursery. An excellent balance is achieved between activities that are closely directed by the teacher and activities where children have greater freedom to work at their own pace. In both the nursery and reception classes, children have access to secure outdoor areas where there are many well-planned opportunities for them to explore and extend their experiences by working outside.
21. The school has created many opportunities for pupils to learn and share a range of specialist skills from visitors, especially in dance and music; these all help to boost pupils' learning and enrich the curriculum the school offers. The school has not recently used visits to extend experiences but uses the local area adjacent to the school extremely well to support pupils' learning and awareness of their local culture and environment. The school takes care to display pupils' work attractively, boosting self-esteem and encouraging hard work.
22. Planning in all subjects is very good and clearly identifies expectations for different groups of pupils. Detailed and careful attention is given to ensuring that all the pupils are extended and challenged by their tasks, and that they achieve very well. Pupils' previous knowledge and learning are taken into account. They respond eagerly to lessons and show interest and enthusiasm as effective learners. The provision for pupils with additional educational needs and dual language learners is very good.
23. The provision of teaching staff is very good and a number of well-qualified classroom assistants provide very good support in lessons. The school's resources are very good for all areas of the curriculum. Computers are available in each classroom and pupils make good use of the ICT suite to develop their skills. Accommodation is very good. A well-organised library, with a very good selection of books, is used on a regular basis by all pupils and the outdoor areas for learning are excellent.
24. The school has established excellent links with a number of partner secondary schools and use these links very well to provide an excellent range of extra curricular sports activities for all

pupils. There are additional musical and art activities so children can make music and experience a good range of interesting activities. There are good and positive curriculum links with the adjacent junior school and local playgroups and nurseries in the area.

## Care, guidance and support

The school provides **high quality** care and support for its pupils.

### Main strengths and weaknesses

- Staff know the pupils well and are very supportive of them.
- Parents are very happy with the school induction programme.
- Child protection training is up-to-date and procedures are well understood by staff.
- Arrangements for first aid and the care of pupils is good.

### Commentary

25. As found at the previous inspection the care and support provided for pupils is of a high quality. Staff value pupils' achievements, both in and out of school, which are consistently celebrated. Staff monitor and record pupils' personal development very effectively, they know their pupils well. Progress and achievement in all the academic subjects are tracked and recorded at regular intervals. The school's systems are very good, enabling managers to have accurate and up-to-date information about how well their pupils are doing. Pupils' views on the school and their ideas for its future development are obtained each year, prior to the writing of the school improvement plan, through questionnaire and discussion.
26. Child protection procedures are well understood by staff and training is fully up-to-date. The school has an appropriate health and safety policy. Staff take health and safety very seriously and regular risk assessments are carried out. All necessary checks on equipment are up-to-date. First aid training, the recording of accidents and informing parents of any treatment given is effective. In reply to the questionnaire most parents say they are very happy with the school's induction arrangements. These allow children to settle quickly and feel secure in their new surroundings.

## Partnership with parents, other schools and the community

The school's partnership with parents and its links with the community are **good**.

### Main strengths and weaknesses

- Parents are provided with useful information at regular parent teacher consultations and in frequent newsletters.
- The school has very good links with partner institutions.
- Staff are willing to talk to parents at any reasonable time.
- Annual progress reports lack sufficient information on areas for development and care needs to be taken that they are free of educational jargon.

### Commentary

27. In line with the findings of the previous inspection the school's partnership with its parents is good. The majority of parents think well of the school and are pleased with what it achieves. They feel very comfortable about approaching staff with any questions or concerns and they know they are welcome in school at any time. The information provided in regular newsletters, curriculum information sheets and at termly parent teacher consultations is good. The detailed

prospectus is attractively presented and the governors' annual report to parents contains all the necessary information. Annual progress reports include what pupils know and can do but little information on areas for development or ways parents can help their children at home. Care needs to be taken that the language used in these reports is free from educational jargon.

28. Parents are satisfied with the amount of homework received and feel it successfully reinforces work undertaken in lessons. The school encourages parents to help and the Parents' Association assists with tea and coffee at school events. At present no parents help regularly in class although when approached individually they are willing to help on a one off basis. The Parents' Association is successful in organising fundraising to help the school. Parents are regularly consulted about their expectations for the school as part of the school's self assessment procedure.
29. The school has developed useful links with the nearby junior school and staff have curriculum, training and social links with occasional teaching opportunities being developed. The transition arrangements between the two schools are very well established and appreciated by parents. The school takes part in initial teacher training with Wolverhampton University. Students from Walsall and Sutton colleges undertake placements in the school and students from several local comprehensive schools on work experience are made welcome. Good links with the local community enhance pupils' learning opportunities well.

## **LEADERSHIP AND MANAGEMENT**

The governance, leadership and the management of the school are **excellent**.

### **Main strengths and weaknesses**

- The headteacher, key staff and governors provide inspirational leadership.
- Teamwork is a strength of the school.
- There are excellent systems for ensuring that teachers perform effectively and that pupils achieve very well.
- The leadership and management of curriculum areas are very effective.
- Governors support the work of the school exceptionally well and ensure excellent financial management.

### **Commentary**

30. The headteacher is highly respected by staff, pupils, parents and governors. In the time she has been leading this school its reputation has soared and continues to be heavily oversubscribed. The headteacher is dedicated to improving the standards achieved and is very effective in promoting high expectations amongst all who work in the school.
31. The deputy headteacher and other key staff thrive on the opportunity to be involved in the decision making process and have been instrumental in making improvements since the last inspection and in steering the direction of the school. The respect that one has for others promotes teamwork of the highest quality. All are involved in driving the school forwards and not only identifying priorities and contributing to the school improvement plan but also in evaluating the resulting benefits for pupils.
32. Park Hall Infants School is proud of its systems for promoting excellence. Performance management has been successful in motivating teaching and support staff; all subjects are monitored systematically to improve the provision; pupil attainment has been analysed to track progress effectively and targets have been identified for improvement. Pupils are increasingly involved in evaluating their own successes.

33. Key staff make an extremely significant contribution to leadership and management. The Foundation Stage is exceptionally well led and managed, with the co-ordinator and her effective team ensuring that the many children who enter the nursery and reception classes with a range of home languages successfully develop bilingual speaking and reading skills. Curriculum leaders create exciting and challenging experiences for pupils, and are pro-active in monitoring standards and the quality of teaching and learning in their subjects. Pupils with special educational needs and those for whom English is not their home language achieve equally well. The close attention paid to the early, accurate assessment of pupils' needs, the rigorous review of their progress and the very effective support planned to enable pupils to achieve targets set for them in their individual education plans, all contribute very well to their very good achievements.
34. Governors fully support the school's work and make a major contribution to the leadership of the school. They are extremely well informed and involved in evaluating successes, and planning for improvement. They visit classrooms; oversee provision in literacy, numeracy, the Foundation Stage and special educational needs, and they receive reports and hold discussions with subject leaders.
35. Day-to-day administration is capably managed by the school secretary freeing the headteacher to concentrate on driving the school forwards. The shared use of a finance officer, and the appointment of a part time assistant, have been instrumental in developing extremely effective systems for both long term and day-to-day financial management. The school's systems are in the forefront of those promoted both locally and nationally. Governors are rigorous in their management of the school's finances. Prudent financial planning and careful budget monitoring ensure that the school is able to meet its commitment to funding the actions planned for this term to raise standards in ICT, reading and when introducing the impending re-modelling of the workforce. The school continues to give very good value for money.

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

Income and expenditure (£)	
Total income	757506
Total expenditure	741296
Expenditure per pupil	2504

Balances (£)	
Balance from previous year	24014
Balance carried forward to the next	40224

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

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

Provision in the Foundation Stage is **very good**.

36. The teaching in the Foundation Stage is very good and the children respond very well to the vast range of exciting and interesting opportunities for learning in all areas of the curriculum. Children enter the nursery with skills that are in line with those expected nationally for their age. All children, including those who are dual language learners, make very good progress by the end of their reception year and exceed the early learning goals<sup>2</sup>.
37. From the beginning of their time in nursery the children are encouraged to be active and participative learners. They quickly assume a confidence to organise themselves and soon become independent when organising themselves to play or moving from one activity to another. The children are continually challenged to think and reason for themselves, but the gentle encouragement of the adults helps them to grow in confidence and explore new areas of learning.
38. The foundation team, comprising of teachers, nursery nurses and classroom assistants, is very committed to delivering the well organised curriculum so that children are excited and involved in the situations and tasks they take part in. The team is led exceptionally well by the team leader. The quality of the curriculum, the excellent resources and environment are all used to very good effect. This enables all children to make very good progress and to achieve highly during their time in nursery and reception classes. All activities, including those which children initiate for themselves, are carefully monitored and assessed, and the information is used well to plan the next stages of learning. The dual language children are carefully monitored by staff and encouraged to develop their language skills so they make similar progress to other children and they achieve well. The excellent outdoor areas are fully integrated and utilised as purposeful teaching areas and all support in many and varied ways all the areas of learning in the Foundation Stage.

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

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

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

- Relationships between staff and children are very good.
- The outdoor areas are planned very well to enable the children to develop their independence and recognise how to choose from a range of well-planned activities.

#### **Commentary**

39. Children are encouraged admirably and they are given many opportunities to extend their personal social and emotional skills in every learning opportunity. Careful planning and high expectations by adults, supports all children in developing these skills very well. Teaching is very good in both the nursery and reception classes, and this results in very good achievement. The children's behaviour is very good and their attitudes to learning and playing together are excellent. The subtle, but very well organised, routines make sure the children take turns and develop independence in preparing for different activities.

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<sup>2</sup> This is the name given to the learning targets that children are expected to achieve by the end of the reception year.



40. Confidence is built up because of the careful planning into different areas of learning. The children recognise and react well to the different resources and tasks appropriate to their learning. They take responsibility for themselves as they move between different bays and the outdoor classroom. Children in the nursery match pairs of shoes to decide whether they can play in the house; they listen carefully as they are gathered for the next teacher led activity. Their response and manners are very good as they work in groups on a teacher led activity or as they choose to take tea in the home-corner. They work well alongside each other and respect themselves, each other and all adults involved in their learning. Most pupils are on course to exceed their targets by the end of the reception year.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- There are very good links between all areas of learning so that the children's communication, language and literacy skills are developed and enhanced well.
- The stimulating environment encourages children to discuss and describe what they see.
- The outdoor learning areas are used very well to develop children's language and vocabulary for dual language learners.
- Teaching is good.

### **Commentary**

41. The variety and interesting range of experiences and language in every area and throughout the day stimulates the children to speak listen and broaden their knowledge and understanding of the written and spoken word very well. The very good use of the classroom environment and well planned lessons enables children in the reception class to respond to the Sammy snake puppet as the instigator of sharing emotions of how they feel when they were lost. The children across the Foundation Stage are enthralled by the very well told story and use an appropriate good range of phrases to respond to the teachers' open questions. They make very good suggestions about what will happen next. The children react well to the very well planned tasks, which challenge them to talk and think carefully about the words and ideas, which in turn extend their writing and spelling skills well. Most are on course to exceed their targets by the end of the reception year and their achievement is good.
42. Children in nursery look forward to their story time; they provide the sounds and actions about Grandma and how she tricked the wolf. Children who are encouraged to develop their vocabulary are introduced to a new experience every day. They are continually gathered into small groups with adults to explore words, sentences and knowledge related to the focus for the day. This gives them confidence as they build their key vocabulary. The very good use of support staff ensures that all children construct their phrases and sentences positively and use a range of appropriate words to describe their ideas and experience. The very good range of sensory experiences allows very young and new children to nursery to gain in confidence as they join in discussions.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The nursery children have made a very good beginning to developing number skills.
- The resources and areas are used well to extend children's mathematical vocabulary.

### **Commentary**

43. The children's achievement is very good because of the interest and enthusiasm that is developed in lessons. Teaching is very well matched to the needs and abilities of the children because of the very good assessment procedures that are in place. Teaching is good, with some very good features. The wide range of interesting and challenging activities stimulate the children's interest in numbers and mathematical ideas, making sure that learning is productive.
44. Nursery children match pairs of socks and describe the one sock quickly recognising colour, pattern and size to find the other. When they peg them out on the line they are able to count to four, their interest and enjoyment is encouraged by the teacher to acquire the concept of long, short, bigger and smaller. Their vocabulary is developing very well because they are given good and varied opportunities to explore similarities and differences.
45. Very good learning opportunities are developed consistently through careful assessments and thorough planning for different groups of children. Children throughout the Foundation Stage are confident in developing their counting skills and are encouraged to use numbers and pattern to describe their role-play in the Doctor's surgery and count the dolls as patients in the waiting room. Mathematical language permeates all areas of learning so that children make good and clear connections recognising that numbers, shapes and measurement are very important to them. They enjoy their mathematical activities and are making good progress in this area. The children are likely to exceed their targets by the end of their reception year.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- The exciting environment both inside and outside the classroom promotes this area of learning superbly.
- The children are excited and interested the very well planned range of activities, which encourage them to explore and discover for themselves.

### Commentary

46. Teaching and learning are very good and help to ensure that children achieve very well. A number of children who are dual language learners make very good progress because of the very good support they receive from adults. Their enthusiasm and sometime reluctance to handle a horse-chestnut shell stimulated the children to explore a range of *spiky words*. Similarly when planting bulbs, the concern that the bulb was not '*nice to feel*' and '*how can it be a flower*' promoted interesting discussions. The well planned accommodation and very good resources for learning, both inside and outdoors, enable the children to experience a wide and interesting range of activities which promote learning effectively.
47. The opportunities for children to explore textures and other tactile experiences are facilitated by a well structured and effectively managed central area providing an excellent range of activities for children to experience. It is a similar situation for the outdoor areas, which invites children to understand and recognise their world so they may continue to learn and develop whilst being taught in or out of the classroom. They use their playtime to continue and learn about the world around them because of the excellent resources and interesting range of activities, which are provided for them. The children are likely to exceed their targets by the time they leave the reception year.

## PHYSICAL DEVELOPMENT

Provision for physical development is **very good**.

### Main strengths and weaknesses

- The outdoor areas are planned imaginatively and this encourages the children to want to 'have-a-go' at physical activities.
- Good teaching promotes both enthusiasm and enjoyment of a range of physical activities.

### Commentary

48. Children enjoy creating and using their imagination when they use the good range of outdoor facilities. The careful attention to detail enables nursery and reception children to use the good range of wheeled toys, alongside larger equipment, in a small but very well planned outdoor area around the nursery. Teachers use the area well to extend the younger children's climbing, balancing and jumping skills within the outdoor area. The outdoor classroom provides many opportunities for all children to develop their physical and creative skills in a stimulating environment. Most children are on course to exceed their targets by the end of the reception year and their achievement is good.
49. The children use the hall and respond well to the drama, dance and role-play opportunities that very good teaching in this area provides. Children understand the reasons for warming up and cooling down after exercise. The children respond very well to the quiet instructions and behave impeccably when controlling and rolling a ball in a confined area. They are efficient in changing and preparing for the lesson, which is managed very well.
50. Children have good opportunities to develop fine motor skills through using scissors, glue and malleable materials. The excellent resources and accommodation promote a sense of excitement. The willingness of the children to explore and develop a range of skills is enhanced by the enthusiasm of the classroom support assistant who encourages and intervenes appropriately to harness the opening to extend a variety of learning opportunities.

## CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

### Main strengths and weaknesses

- The well-organised creative area, and the very good resources, give all children the best opportunities to achieve highly, which they do.
- The outdoor areas are very well planned, and they promote many stimulating opportunities for role-play.

### Commentary

51. The children have regular opportunities to use a very good range of materials to promote and develop their creative skills. Teaching is very good and the children respond very well. They are keen and interested to 'have a go'. The recent self-portraits are well displayed and children's comments indicate the detail and awareness they have noticed in the portraits.
52. The recently developed area in the centre of the Foundation Stage is very well managed. Nursery and reception children regularly access the different opportunities to explore a range of materials to create sculptures and pattern making. The children's work is well displayed in the classrooms and shows that children have a range of very good opportunities to explore different media to produce a wide range of artwork, sculptures and models.

53. Children have regular opportunities for developing their imagination through role-play in different settings. For example, in the surgery or the supermarket, or the tea table. Social and number skills are carefully and discretely encouraged by the adults' quiet and gentle interventions to stimulate the children's imaginations. In the outdoor area, a different theme each day stimulates children's imaginations and gives scope for them to explore a very wide range of well-planned activities. Most children are on course to exceed their targets by the end of the reception year.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is of a **high** quality. The school has built upon the very good standards identified in the previous inspection, and improved the quality of teaching and learning.

#### Main strengths and weaknesses

- Teachers and pupils have high expectations and want to do their best.
- The basic skills in reading and writing are taught very well in all year groups.
- Teachers are spot on when planning work for different ability levels.
- Pupils work very hard in lessons.
- Leadership of the subject is excellent.
- The pupils' enjoyment and their skill in reading is a pleasure to see.
- The younger pupils need more time to develop their speaking and writing skills in a very small minority of lessons.

#### Commentary

54. By the end of Year 2 standards in listening, reading and writing are well above those found nationally. Speaking skills are above average. These findings reflect the high standards achieved in the national tests in English over time. Pupils capable of reaching the highest levels in reading and writing do so.
55. Progress and achievement in English are very good. This is because teachers assess pupils' individual starting points, and plan work, which is spot on to meet their learning needs. Work holds challenge for more capable learners, whilst extra help is targeted effectively for pupils with difficulties with their reading and writing. Pupils have a very good grasp of the basic skills, and this enables them to work in a focused, independent way in lessons.
56. At present nearly two thirds of pupils are from minority ethnic groups. Most are developing dual language speakers, and so there is a wide range of competency in spoken English in school. Pupils achieve well over time, and by Year 2 standards in speaking and listening are above average. This above average attainment is linked to teachers' skilful use of questioning, and lessons which promote collaboration and talking through ideas with others. Pupils at the early stages of learning English have targeted support from a specialist teacher and they make good headway. There is good challenge for more competent speakers, for instance, the opportunity for one pupil to put forward a point of view '*I think synopsis is another way to say blurb*'. On occasions, younger Year 1 pupils need more time during the literacy hour to structure and model their sentences. The following sentence is a typical example. '*The bear and the little boy, yeah, got mixed up the teddies*'.
57. By Year 2 standards in reading are well above the levels found nationally. This is because:
- Reading skills are taught well and develop progressively, year on year.
  - Pupils' progress is monitored and assessment used to guide future learning.
  - There is a wide range of exciting books to read.
58. At all levels of ability pupils see themselves as good readers and enjoy reading. Year 1 pupils read accurately and fluently and with understanding. They recall words by sight, and link letters with their sounds to 'spell out' unknown words. They begin to identify characters and follow a story line. One reader suggests '*I like reading, it's fun because we learn about people in our books, like Sam and Tilak*'. By Year 2, more capable readers are beginning to read between the lines for deeper meaning. They can scan non-fiction books for information, and use more complex patterns of sounds to identify words. Most can read new, more challenging library books confidently, and their genuine enjoyment of exploring books in 'library time' is a pleasure

to see. Skilful support for pupils with difficulties with their reading has raised their attainment to a broadly average level. Parents share books at home and this partnership is helping to promote high standards.

59. Standards in writing are well above average and achievement is very good. The pupils' knowledge and use of basic skills is a strength, and so pupils spell words by themselves and write and join sentences together. Effective modelling of writing by teachers links the spoken and written word and helps pupils to organise their ideas and thoughts. Pupils learn how to structure stories and draw together the skills needed. Non-fictional writing has a clear focus; for instance, writing a guidebook about a holiday resort and keeping the reader in mind. Very occasionally, keeping strictly to the literacy hour structure does not allow younger pupils enough time to practise their speaking skills or to complete their writing. This curtails progress. Pupils are proud of their work and it is well presented.
60. Teaching and learning are very good. A key to much of the successful work in English is the high expectation and expertise of teaching and support staff. Teachers use information from assessment to help plan future work, and so skills are built on progressively during the year. With the skills to learn, pupils concentrate in lessons and work independently on more challenging work. All school groups, boys and girls equally, are rising to the challenge of more demanding work. Teachers have very good relationships with their class, and are encouraging to all ability groups. Learning is relevant but fun, and so behaviour is very good in lessons.
61. The leadership of the subject is excellent. The high level of subject knowledge and expertise has promoted high quality provision. There is a good range of resources to support learning, including a new reading scheme, which the pupils enjoy reading.

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

62. The school's focus on providing a range of purposeful writing has forged very good cross-curricular links. The school is proud of the way different forms of writing are used in other subjects to support learning. For instance, writing postcards and guide books in geography, and accounts of famous people and events in history. Year 2 pupils use their research skills well to find out information in science and library time. Speaking and listening skills are developed successfully across the school but a very small number of younger pupils have limited time to practise their skills.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average by the age of seven.
- Achievement is very good for all pupils regardless of age or ability.
- Standards of teaching and learning are very good overall.
- Pupils have very good attitudes to learning and they enjoy mathematics.
- The leadership of mathematics is excellent.
- Very good assessment procedures are in place.

### **Commentary**

63. Standards have been maintained since the last inspection and there have been improvements in using and applying skills and knowledge, resulting in standards in national testing in 2003 being very well above when compared with all schools nationally and also with schools considered to be of a similar nature. High standards have been maintained in 2004.

64. Evidence indicates that standards in the present Year 2 are well above the expected standards. When analysing the progress made by the current Year 2 since entry to the school, records clearly indicate that all have achieved very well regardless of gender, ability or background.
65. More than half the pupils attain at the higher level 3, with all others achieving the expected level 2. Their understanding of mathematics is very good. They are beginning to choose from the wide range of strategies taught and they are expected to explain how they have arrived at their solutions. Pupils have a secure understanding of place value to 100 and can count forwards and backwards from a given number. They understand the properties of two dimensional shapes and three dimensional objects. Pupils interpret data which they have surveyed and represented in graphical form. ICT skills are increasingly used to input data, with pupils producing pictograms, block or line graphs.
66. Teaching and learning are very good. An analysis of work undertaken during the last year indicates that pupils are challenged according to their abilities, and that teaching and learning is consistently very good. All teaching is characterised by very good teacher knowledge, planning which matches tasks to pupils' abilities and the use of a range of strategies which makes learning interesting and exciting. Well-qualified classroom assistants make an impressive contribution to the learning of all pupils, especially those for whom English is an additional language and those with special educational needs.
67. Pupils are exceptionally well behaved and they have very good attitudes to learning. When sharing ideas they collaborate very well, and eagerly accept the responsibility to share how they believe that they are progressing. When explaining their reasoning pupils demonstrate a confident understanding of how to solve problems.
68. The leadership of mathematics by the subject leader is exceptionally good. Together with colleagues an effective team shares a common purpose to maintain, and then raise standards, by building on the good start experienced in the nursery and reception classes. Thorough assessment procedures are consistently applied. Effective systems have been put in place and fine tuned so that each teacher knows what each pupil has achieved before setting challenging targets for improvement. The success in reviewing data and evaluating progress enables teachers to set challenging targets for improvement. Targets shared with pupils and parents are then reviewed termly to maintain challenge and relevance. The subject leader monitors the performance of colleagues and successes are shared as all strive for excellence. She has a clear action plan for improvement, which includes increasing the use of technology and sharpening annual reporting so that pupils and parents are aware of how to improve.

### **Mathematics across the curriculum**

69. The use of mathematical skills to support learning in other areas of the curriculum is very good. Charts and tables are used to record investigations in science; co-ordinates and graphs in geography and timelines in history.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- Standards are well above average and pupils' achievement is very good.
- Teaching is very good.
- Pupils use their literacy and numeracy skills very well when they record their investigations.
- The outdoor classroom and the nature area are an excellent resource for promoting pupils' learning and understanding.

### Commentary

70. Standards are well above average; an improvement since the last inspection. The quality of teaching has also improved, and is now very good, and a significantly higher proportion of pupils are attaining the higher level 3 by the end of Year 2.
71. Teachers plan their lessons very well with an appropriate emphasis on science investigations. Very effective systems for assessing how well the pupils are progressing means that tasks are pitched at the right levels for higher, average and lower attaining pupils. Pupils with special educational needs are supported very well and they achieve as well as their classmates. This also holds good for those pupils who are dual language learners.
72. The strong emphasis on developing pupils' understanding, alongside their investigative skills, means that pupils are fully and actively engaged in the learning process. For example, in a Year 2 lesson, the class were investigating in which conditions ice melted more speedily. The teacher's skilful questions at the start of the lesson gave her accurate information about her pupils' understanding. The questions also drew on previous learning when the class discussed how they were going to set up and record their investigations. Pupils were very clear about 'fair testing' and the importance of distinguishing between those factors which remain the same and those which vary.
73. The high quality of the teaching promotes pupils who are keen, well motivated and eager to learn. They are adept at recording their findings in many ways, sometimes using the computer and sometimes developing their own charts and symbols. Pupils achieve very well and they make rapid progress during lessons and during their time in school.
74. The subject leadership is outstanding. The curriculum is stimulating, challenging and interesting and science has a strong focus at Park Hall. Resources are very good and the staff make the best use of the indoor and outdoor resources to promote pupils' understanding and to enhance their achievement in science.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

### Main strengths and weaknesses

- Standards are above average by the end of Year 2.
- Pupils achieve well.
- Resources are good, and have been improved significantly since the last inspection.
- Leadership and management are good.
- ICT support is used well to support teachers and pupils.



- There is good emphasis on developing pupils' skills, which are used effectively to support learning in other subjects.

## Commentary

75. Standards in ICT have improved since the last inspection, when significant underachievement was identified. Skills are now taught according to national recommendations, and all pupils by the end of Year 2 will have reached the expected levels with a significant proportion attaining the higher level 3.
76. Pupils enter, save and retrieve work. In Year 1, they are taught how to amend their text and all pupils are aware that they can organise and record work. Most are capable of saving and printing their work. Skilled support is available for those needing re-assurance and pupils are encouraged to share skills brought from home.
77. Internet use is also available in classrooms and pupils are developing skills to use search engines to access information for learning in other subjects. Children have planned experiences in the Foundation Stage and those bringing skills from home are extended.
78. Pupils enjoy their lessons. They are very well behaved and have very good attitudes to learning. Teaching is good overall with some very good features. The next challenge is to bring all teaching up to the same quality as the best. Teachers demonstrate secure subject knowledge, planning matched tasks to pupils' abilities. Pupils respond positively to the many opportunities they have to assist each other. 'ICT helpers' were proud of their responsibilities. The prioritisation of a classroom assistant with specific responsibility for ICT influences achievement throughout the school.
79. The leadership and management of ICT are good. Resources have been constantly updated and improved and software has been purchased to ensure term-by-term progression in pupils' skills. All staff have undertaken ICT training and the shared employment of a technician has increased confidence and expertise all round.
80. The recently appointed subject leader has a clear vision for the coming year. The introduction of interactive white boards in classrooms will assist in extending the use of skills to extend the use of computers in other subjects. Park Hall Infant School is well placed to raise standards in ICT and has the benefits of total support from the governing body and budget planning which has made funds available.

## Information and communication technology across the curriculum

81. ICT skills are used well to support teaching and learning in other subjects. Pupils rehearsed 'dragging and dropping' skills to consolidate vocabulary in a science lesson on the 'human body' in Year 1; data has been collected and then represented in graphical form to present favourite foods and colours of cars, and search engines have been used to investigate Victorian classrooms.

## HUMANITIES

### Religious education

Provision for religious education is **satisfactory**.

### Main strengths and weaknesses

- Teaching is good.
  - Pupils' knowledge about the major beliefs of Christianity is not in place.
82. By the time pupils are seven, they attain standards that are broadly in line with those expected for pupils of similar ages in the Locally Agreed Syllabus for religious education. Their

achievement is satisfactory, a similar picture to the last inspection. The recently revised scheme of work is providing pupils with a greater awareness of Judaism and Sikhism and pupils are interested in the lessons, which encourage them to explore ideas and traditions from these faiths. The subject is developing soundly.

83. Where the pupils are inspired and involved in different activities they are eager to contribute their ideas and make comparisons with the celebrations they experience within their own families. They are enthusiastic talkers and willing to explore how and why Jews celebrate Hanukkah. The pupils are developing some awareness of the two principal religions they have been taught but are not as well developed in their knowledge and understanding of Christianity or of how they can learn from and integrate with a wider range of beliefs.
84. Teaching is good and lessons are well planned with interesting resources for the pupils to observe and handle appropriately. They are intrigued about the story of the Macabees, and the teacher ensures they use their reasoning skills by using a good range of different strategies and questions so they can understand the reason why those who profess the Jewish faith celebrate Hanukkah. Pupils are thoughtful and careful when designing a Hanukkah card. They recognised that celebrating is very important within their own families, especially when they celebrate religious festivals within their own beliefs. Resources are good and this aids pupils' understanding.
85. The new leader has managed the subject well. Pupils' progress is assessed on a termly basis using national guidelines. This is a helpful starting point when planning the next stages in the subject's development.

### **Geography and history**

86. Only one lesson was seen and previous work sampled in both geography and history. It is not possible therefore to make a judgement about provision in these subjects. A lively interesting curriculum generates interest amongst the pupils.
87. In history, teachers are imaginative in their approach in order to develop pupils' understanding and to create good opportunities for them to ask questions about age gaps and how people change during their lives. Pupils' enthusiasm and comments reflect an understanding of how their families fit into different generations. Teachers plan their lessons very well. The tasks are interesting and give pupils the opportunity to think about their past and to recognise how different times have influenced life today. They take pride in their work, and achieve well.
88. In geography, pupils are very aware of their local area and its amenities. They are able to discuss the merits and defects of Walsall, making direct comparisons with a town beside the sea. Writing skills are used successfully to produce interesting and well-written short reports about the two towns.
89. The leadership and management of the subjects are satisfactory. The subject leader has a good understanding of the subjects and the good resources are used effectively. There was insufficient evidence to judge the impact of the detailed assessment profiles on standards but the procedures are good and recognise the progress individual pupils are making in the subject.

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

### **Art and design**

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

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

- Standards are well above average and pupils' achievement is very good.
- There is a wide ethnic diversity in pupils' experiences that reflects the make up of the school.
- The systems for tracking pupils' progress and achievement are tracked and assessed very well.
- Pupils use computers confidently to support their work in art and design.
- The subject leadership is very good.

#### **Commentary**

90. Standards and achievement have improved since the last inspection and the pupils now have access to a wide range of creative experiences incorporating diverse cultures. Standards well exceed those expected nationally and pupils' achievement is very good.
91. High quality displays are evident throughout the school, making sure that pupils know their work is valued. This motivates them to try hard and to do their best. Teaching is very good. Staff are extremely competent and capable at teaching the skills pupils need if they are to achieve their personal best, as well as helping them to produce work of high quality. By the time they are seven, pupils demonstrate fine detail in their pencil drawings. Paintings and drawings demonstrate fluid movements of people and animals, which also emerge in pupils' models. Standards are enhanced successfully by working with artists in school, as well as visits to the local art gallery in Walsall. Teachers are clear about how well their pupils are achieving because of the effective systems for tracking progress.
92. The school has made a determined effort to maintain a rich curriculum that offers many interesting and challenging experiences for its pupils. Art and design play an important role, having a high profile throughout the school. The subject leader has a very good understanding of her role and she does a very good job in promoting and maintaining high standards.

#### **Design and technology**

93. An analysis of teachers' planning, discussions with pupils and the subject leader, and scrutiny of models and photographs, indicate that by the end of Year 2 pupils are attaining standards that are above national expectations for their age. Tools are handled safely and pupils' skills are developed consistently.
94. Pupils shared their experiences confidently when explaining previous tasks. They knew why it was important to be selective when testing and choosing the suitability of materials. They had experienced different joining techniques. Each pupil evaluated their experiences and all of them could explain how they set about improving their results when designing a wind-powered vessel.

#### **Music**

95. No judgements have been made about provision and attainment, because of limited evidence. No lessons were observed, but the contribution of music to assemblies and provision in a recorder club is noted.
96. There is every indication that the school follows a planned music curriculum, which provides a balance of listening, performing and composing experiences. In assemblies and hymn practice pupils sing tunefully, enter on cue, and keep a steady pulse beat. They are encouraged by the

enthusiasm of a visiting teacher from the junior school, and enjoy singing their favourite hymns. They achieve similar levels to other pupils of their age. During a recorder club, Year 1 and Year 2 pupils learn how to hold their recorders and to finger notes correctly. They follow simple notation and are aware of others as performers. Good teaching ensures that pupils improve their skills and achieve well.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Standards are above average and pupils' achievement is good.
- Physical education is enjoyed and pupils try hard to do their best.
- There are many planned opportunities for pupils to practise their skills in order to achieve their targets.

### **Commentary**

97. Above average standards have been maintained since the last inspection and pupils' achievement is good. The curriculum has improved, especially in the provision of a wide range of extra-curricular activities and in pupils' access to dance activities from different cultures. Teachers plan well for the wide ability range in their classes. This means that pupils' skills are developed well and they make good progress, especially in developing their games skills. Teaching is good and the effective use of targets enables staff to pitch tasks at the right levels for all their pupils, whatever their capability. In a very small minority of lessons pupils did not evaluate their own performance, or that of their classmates. This was a missed opportunity to increase their understanding of what needs to be done in order to improve.
98. In one lesson Year 1 pupils were developing their throwing and catching skills well. Pupils demonstrated their skills effectively when working individually or with a partner. These skills were extended and developed very successfully in a Year 2 lesson where pupils were working as a member of a team. High quality direct teaching enabled pupils to make very good progress in developing their skills of aiming, throwing and catching. There is no shortage of high quality equipment and this ensures that pupils progress well. Every pupil is fully included in all aspects of physical education and no one is left out. Pupils concentrate well and they are keen to learn. Their behaviour is good and frequently very good.
99. The subject is led and managed very well and the subject leader has had a positive impact on moving the subject forward. Staff are well trained and confident and there are very good systems for assessing how well pupils are doing, all of which contribute to the success of the subject.

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

100. The programme for personal, social and health education is very good. In the nursery and reception class children from all backgrounds work and play together happily. Lessons in 'circle time' are planned well and all pupils are encouraged to feel positive about themselves: for instance, through becoming 'pupil of the week' or a 'happy helper'. Playtime arrangements include pupil 'buddies' and 'monitors', and this ensures no one is left out, and promotes a sense of community within the school. Pupils also consider their place in the wider world. They have planned and developed a school conservation area, and are keen to tell visitors about the need to protect animals and plants. The pupils enjoy finding out about different lifestyles and cultures, and are preparing well for life in a culturally diverse society.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	1
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
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>1</b>
The governance of the school	1
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	1

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

