

# INSPECTION REPORT

**Springdale Junior School**  
Penn

LEA area: Wolverhampton

Unique Reference Number: 104303

Headteacher: Mrs C Hill

---

Reporting inspector: Mrs J Boden  
12301

Dates of inspection: 18th - 21st October 1999

Under OFSTED contract number: 706709

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

© Crown Copyright 1999

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

Under the School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable  
Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline  
Tel. 0171421 6567

## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	County
Age range of pupils:	7 -11
Gender of pupils:	Mixed
School address:	Warstones Drive Penn Wolverhampton WV4 4NJ
Telephone number:	01902 558810
Fax number:	01902 558812
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Cook
Date of previous inspection:	29 January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mrs Joan Boden Registered inspector	Art Music	Characteristics Main findings and key issues School improvement Attainment and progress Leadership and management
Mrs Liz Halls		Attitudes, behaviour and personal development Attendance Spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community
Mr Patrick Horn	Mathematics Geography Physical education The work of the language resource base	Efficiency
Mrs Pearl White	English Religious education History Special educational needs Equal opportunities	Staffing, accommodation and learning resources
Mrs Lynne Wright	Science Information technology Design and technology	Curriculum and assessment
Mr Tim Boyce		

The inspection contractor was:

Evenlode Associates  
6 Abbey Close  
Alcester  
Warwickshire  
B49 5QW

Tel: 01789 766099

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
The Office for Standards in Education  
Alexandra House  
33 Kingsway

London WC2B 6SE

## REPORT CONTENTS

### Paragraph

#### MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

#### KEY ISSUES FOR ACTION

#### INTRODUCTION

- Characteristics of the school 001 - 004
- Key indicators

#### PART A: ASPECTS OF THE SCHOOL

##### Educational standards achieved by pupils at the school

- Attainment and progress 005 - 021
- Attitudes, behaviour and personal development 022 - 025
- Attendance 026

##### Quality of education provided

- Teaching 027 - 033
- The curriculum and assessment 034 - 041
- Pupils' spiritual, moral, social and cultural development 042 - 046
- Support, guidance and pupils' welfare 047 - 051
- Partnership with parents and the community 052 - 054

##### The management and efficiency of the school

- Leadership and management 055 - 062
- Staffing, accommodation and learning resources 063 - 066
- The efficiency of the school 067 - 072

#### PART B: CURRICULUM AREAS AND SUBJECTS

- The Language Resource Base 073 - 083
- English, mathematics and science 084 - 109
- Other subjects or courses 110 - 156

#### PART C: INSPECTION DATA

- Summary of inspection evidence 157 - 158
- Data and indicators

## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- Pupils make good progress overall, and pupils with special educational needs make very good progress.
- Pupils have very good attitudes to their work.
- Relationships between pupils and between all adults and pupils are very good.
- The quality of teaching is good overall and sometimes very good or excellent.
- There is very good provision for pupils' spiritual, moral and social development.
- Pupils receive very good support and guidance.
- The school is very well led and very good use is made of the teaching staff to provide small classes.

### WHERE THE SCHOOL HAS WEAKNESSES

- I. There are no effective procedures in place for tracking pupils' progress at Key Stage 1 and Key Stage 2 transfer.
- II. There are weaknesses in the procedures for recording pupils' progress in information technology.

**This is a good school with few weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be addressed. The plan will be sent to all parents or guardians of pupils at the school.**

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

The school has made good progress in addressing the issues raised in the last inspection. A full structural survey was carried out and the accommodation is now in a good state of repair. The support and monitoring of teaching and curriculum development is very good, and there is a good network of support for teaching. The headteacher and deputy have good systems for monitoring teaching and learning through work sampling and direct observation in classes. The roles of curriculum co-ordinators have been developed to good effect since the last inspection. Most have a good oversight of standards in their subjects through the effective monitoring of teaching in all classes. They provide effective support to teachers where necessary. Constructive feedback in professional interviews follows the monitoring by the headteacher and deputy. Teachers are guided well in moving forward, in terms of subject expertise and management.

The headteacher has created a very effective collegiate approach to the management of the school. Roles are clearly defined and all members of the staff, both teaching and non-teaching, appreciate that they have a valuable part to play in the running of the school. They work very well as a team to provide a secure learning environment where all pupils can achieve their full potential. There is an efficient management structure that provides very clear educational direction. This is in contrast to the findings of the last inspection when the headteacher carried most of the management workload.

Attainment in information technology has improved significantly through the very generous allocation of computers and the provision of a computer suite that allows whole class teaching.

The school has good capacity for further improvement. There is sufficient expertise within the management structures, good insight into what needs to be done, and a shared sense of determination to succeed in order to bring about further improvement.

### STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
English	D	E	<i>average</i>	C
Mathematic	C	D	<i>below average</i>	D

The results of the 1999 National Curriculum tests show that standards in English are below the national average and well below average when compared with the attainment of pupils in similar schools. In mathematics, standards are in line with the national average, but below the average attained by pupils in similar schools. In science, standards are well below both the national average and the average attained by pupils in similar schools. The evidence of the inspection is that the standards achieved by the present Year 6 pupils are higher in English and science than these results indicate. These pupils have benefited from the introduction of well structured schemes of work and the effects of more focused teaching based on close analysis of previous test results. Teachers have been deployed very efficiently to enable pupils to be taught in smaller classes. Standards of attainment in information technology are below national expectations at the end of the key stage. However, standards are improving, and the current Year 5 pupils are working at an appropriate level. The school has made good improvements in information technology and all pupils are benefiting from structured lessons in the computer suite. This is a recent initiative and, therefore, the impact on the progress of the present Year 6 pupils has not been sufficient. Standards of attainment in religious education are above the expectations of the Wolverhampton Agreed Syllabus. Standards in art, geography, history, music and physical education are in line with those expected of pupils the same age.

#### · QUALITY OF TEACHING

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	n/a	n/a	Good
Mathematics	n/a	n/a	Good
Science	n/a	n/a	Good
Information Technology	n/a	n/a	Good
Religious education	n/a	n/a	Good
Other subjects	n/a	n/a	Good

The quality of teaching is good overall. It has improved since the last inspection when almost half the lessons seen were good or very good. All the lessons seen were at least satisfactory and two thirds were good or better. Teaching was very good or better in fifteen per cent of the lessons and excellent in four per cent. Excellent and very good teaching was seen in literacy, numeracy, science and religious education. The overall impact on pupils' progress is good.

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



**OTHER ASPECTS OF THE SCHOOL**

Aspect	Comment
Behaviour	The behaviour of pupils, both in class and as they move around the school, is very good. They are polite and helpful.
Attendance	Satisfactory. Attendance is in line with the national average.
Ethos*	Very positive. Relationships between adults and pupils are very good. The pupils respond well to this and are eager to do their best.
Leadership and management	Very good overall with excellent features. There is an excellent structure of support for teachers. Careful monitoring and effective feedback help teachers to improve the quality of pupils' learning. Effective target setting and reviews enable resources to be directed at areas of weakness.
Curriculum	Good. All the subjects of the National Curriculum and religious education are taught effectively. There is good provision for the development of literacy, numeracy and information technology skills across the curriculum.
Pupils with special educational needs	These pupils receive very good support, both in classes and in withdrawal groups. Individual education plans are of good quality and the pupils make very good progress in achieving their targets.
Spiritual, moral, social and cultural development	Provision for spiritual, moral and social development is very good. The pupils know the difference between right and wrong. Provision for cultural development is satisfactory.
Staffing, resources and accommodation	Very good overall. The school is generously staffed and this allows for smaller classes than would normally be expected. The accommodation is very good, allowing for designated specialist rooms such as the music room, the computer room and the library. There is a good supply of good quality resources
Value for money	Good. The school receives more money than average. Staff are deployed very efficiently. The very good strategy of total integration of the pupils from the language resource base, for literacy and numeracy, enables all the pupils to be taught in smaller classes. This, combined with the overall good teaching, leads to good progress.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

**THE PARENTS' VIEWS OF THE SCHOOL**

**What most parents like about the school**

**What some parents are**

III. All the staff are approachable and parents are made to feel welcome in the school.

VIII. Some parents feel that

IV. The school keeps them well informed about their children's progress

V. The school enables their children to achieve a good standard of work.

VI. They value the extra-curricular activities and appreciate the time that the teachers devote to these.

VII. Their children like school.

The inspectors agreed with the positive views expressed. They investigated the negative responses but did not find any evidence to support them. Written comments were mostly positive but some parents are concerned about the loss of afternoon playtime.

**KEY ISSUES FOR ACTION**

In order to sustain and improve the current good progress the headteacher, staff and governing body should:

1. Work closely with the adjoining Infants School to further develop Key Stage 1 and Key Stage.2, transfer procedures in order to track pupils progress more effectively.  
(paragraph 40)
2. Introduce effective assessment procedures for information technology that show clearly what skills the pupils have acquired and what skills still need to be taught.  
(paragraph 117)

## 2. INTRODUCTION

### 2. Characteristics of the school

3. Springdale is a three-form entry junior school with a resource base for pupils who have speech, language and communication difficulties. There are 271 pupils on role, including 17 in the resource base. This is much larger than average. The resource base pupils are integrated for most of the time and this allows the generous staffing to be used to create smaller classes than would be found generally in a junior school. The largest classes have 25 pupils.
4. The school serves an area of mixed housing and the socio-economic circumstances of the pupils are average. Most of the pupils join the school from the Infant school that shares the same site. A lower than average proportion of the pupils is entitled to free school meals. Nearly two per cent of pupils speak English as an additional language and receive Section 11 support. However, although English is not their first language, they speak English fluently and understand well.
5. Thirty-seven per cent of the pupils have been identified as having special educational needs, a much higher proportion than found nationally. Seven per cent of pupils have statements of special educational need. This is also well above the national average. Although the end of Key Stage 1 tests and assessments indicate that pupils enter the school with above average levels of attainment, the evidence gained by inspectors, from an examination of the work of Year 3 pupils, indicates that pupils enter the school with below average levels of attainment, particularly in reading and writing.
6. The main aim of the school is to raise the attainment of all pupils in the core subjects. A good tracking system, through individual progress records, helps teachers to focus on the needs of each pupil and plan effectively. Target setting and regular reviews enable resources to be directed at specific weaknesses, for example, focusing on the pupils who need extra support to reach level 4 in the end of key stage tests. The success of this was seen in the improved 1999 test results. The school has a firm commitment to equality of opportunity for all pupils, and this is reflected in its policies.

4. **Key indicators**

**Attainment at Key Stage 2<sup>2</sup>**

Number of registered pupils in final year of Key Stage 2

	Y	G
	e	i
	a	r
	r	l
		s
for latest reporting year:	1	3
	9	6
	9	
	9	

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	28	28	31
	Girls	25	26	25
	Total	53	54	56
Percentage at NC Level 4 or above	School	65(58)	66(48)	69(65)
	National	70(65)	69(59)	78(69)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	17	27	26
	Girls	22	25	23
	Total	39	52	49
Percentage at NC Level 4 or above	School	48(58)	63(71)	60(58)
	National	68(65)	69(68)	75(71)

#### 4. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	6.1
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

4.

#### 4. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Fixed period	Permanent	Number
			0
			0

#### 4. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	15
	Satisfactory or better	10
	Less than satisfactory	0

.....

2

Percentages in parentheses refer to the year before the latest reporting year

#### 4. **PART A: ASPECTS OF THE SCHOOL**

#### 4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### 4. **Attainment and progress**

1. Pupils enter the school with levels of attainment spanning a wide range. Although a small but significant number have levels of attainment in line with or above those found nationally, the majority have levels that are below. The attainment of the pupils in the base is generally below national expectations in most subjects, but is in line with their abilities.
2. In English, the 1999 National Curriculum tests and tasks indicate that standards of attainment are below the national average and well below the average attained by pupils from similar backgrounds. The proportion of pupils gaining the higher level 5 is in line with the national average. Pupils' performance in the latest tests show a decline from the previous three years when it was close to the national average. The performance of boys, over the previous three years, was better than that of the girls. They achieved above the national average whereas the girls achieved in line. The evidence of the inspection does not support the evidence of the latest test results. The present Year 6 has benefited from the introduction of the National Literacy Strategy and a well structured scheme of work. Teaching is more sharply focused as a response to the effective analysis of previous test results. Observed standards for the majority of pupils in Year 6, during the inspection, were broadly in line with the national average. This is in line with the findings of the previous inspection.
3. The majority of pupils make good progress in all aspects of English as they move through the school. By the end of the key stage, they can read a range of texts fluently and accurately, and use their reading effectively to seek out information. They can interpret text well, seeing the importance of description to provide image in the reader's mind. They write in a good variety of styles and draft and edit their work appropriately. Standards of accuracy and presentation are sound.
4. In mathematics, the results of the 1999 National Curriculum tests indicate that overall standards are in line with the national average but just below the average achieved by pupils from similar backgrounds. The proportion of pupils gaining the expected level 4 is below the national average and well below with the average achieved by pupils from similar backgrounds. The proportion of pupils reaching level 4 increased from 48 per cent in 1998 to 66 per cent in 1999. This represents a significant improvement, and is indicative of the success of the school's initiative, and priority in the school development plan, to raise standards in mathematics. There has been a consistent trend of improvement over the last three years. The proportion of pupils gaining the higher level 5 is above the national average.
5. Pupils throughout the school make good progress in number work. They have a good understanding of place value and the four rules of number. They understand the relationships between addition and subtraction, and multiplication and division. Pupils in Year 6 develop their own strategies to solve problems, and present their work in a clear and organised way. They produce frequency tables and successfully show this information in block and line graphs and pie charts, and interpret and interrogate information presented in these forms.
6. In science, the results of the 1999 National Curriculum tests indicate that attainment was well below both the national average and the average attained by pupils from similar backgrounds. The proportion of pupils attaining at the higher level was also well below the average achieved in similar schools. Although the proportion of pupils gaining the expected level 4 increased on the previous year, the increase was not as much as the national increase. This represents a significant drop in standards from the previous year when the proportion of pupils gaining the expected level 4 was close to the national average. Pupils' overall performance in the latest tests show a decline from the previous three years when it was close to the national average.

7. An examination of the present Year 6 pupils' work, and discussions with these pupils indicate that they make good progress, and that standards are above the national average, with almost all of the pupils achieving at national expectations. The recent adoption of a national scheme of work and the resultant reorganisation of the science curriculum has led to more focused planning and teaching. In addition, careful analysis of last year's test results to identify strengths and weaknesses in curriculum emphasis, and very good monitoring of planning to ensure that the pupils make progress in their learning, further contribute to raised standards. The most recent test results show that boys and girls are performing equally well. This is borne out by inspection findings, where no significant differences were noted in the quality of the pupils' work, or responses to lessons.
8. In Year 6, most pupils know that condensation occurs when warm air meets a cold surface and the majority of them use their knowledge of properties of liquids and gases to explain why. They use the terms condensation and evaporation correctly and most understand what they mean, and can apply them in everyday situations. They have a good understanding of the term solution and apply their previous learning well to identify which solids will dissolve and which will not. They can explain correctly why the pulse rate increases with exercise and represent their experimental findings accurately in graphs. Most know how sound travels, and use this knowledge to explain how to insulate against unwanted noise.
9. In information technology, pupils enter the school from a low skills base and, at the end of the key stage, standards of attainment are below national expectations. Year 3 pupils make rapid progress due to well structured teaching based on a good scheme of work and very good lesson planning. Year 4 and Year 5 pupils continue to make steady progress as they work through the required teaching programme. Year 6 pupils have not experienced the full breadth of the programme of study over a sufficient length of time to enable them to achieve the standard expected. However, they make good progress and standards match those currently achieved by Year 5 pupils.
10. Pupils make good progress in religious education and achieve standards above the expectations of the Wolverhampton Agreed Syllabus. Pupils throughout the school acquire a good knowledge of the features of the main festivals of Christianity, particularly Christmas and Easter, and those of Islam, particularly Eid Ul Fitr. They recognise artefacts associated with different religions and identify them correctly. In general, pupils use appropriate vocabulary when describing places of worship and religious leaders.
11. In design and technology, pupils enter the school with below average skills. They make good progress and achieve standards in line with those expected of pupils the same age. Pupils make satisfactory progress in art, geography, history, music and physical education. In all these subjects they achieve standards in line with what is expected of pupils of their age.
12. In art, the pupils show appropriate observational skills in their still life drawings. They appreciate the works of a limited range of artists. Good work in the style of Monet was seen in the past work available. In design and technology, they demonstrate good knowledge of the design process.
13. In geography, Year 6 pupils understand the importance of location in studying places. They can interpret maps and appreciate the use of scale. They understand the difference between natural and human features and make good observations on the environment. They understand factors that affect the environment, both positively and negatively, and the effects of population and pollution. In history, they have a good knowledge of Tudor and Victorian times. They are able to recall important characters and events from periods they have studied, and give good reasons why they would prefer to live now rather than in Victorian times.
14. By the end of the key stage, the pupils' rhythmic skills are good, and they perform their own instrumental compositions confidently. They are developing appropriate graphic notation skills.

They sing tunefully with good diction and phrasing. They sing well in two-part harmony. In physical education, they perform sequences of movements well. They make steady progress and achieve greater confidence and control of their movements across a range of skills.

15. Overall progress is good for the majority of pupils. The staff work very well as a team to provide a secure learning environment where all pupils can achieve their full potential. The high expectations of the teachers are shared with the pupils and, because of the very good relationships, the pupils respond well. This has a positive impact on their learning. A good tracking system, through individual progress records, helps teachers to focus on the needs of each pupil and plan effectively.
16. Although the attainment of pupils with special educational needs is often lower than that usually expected of pupils of the same age, they make very good progress as a result of the very good support that they receive. Given the impact of their speech and language difficulties and other consequential difficulties on their learning, the pupils in the language resource base make good progress. Pupils who speak English as an additional language benefit from extra support and they also make good progress.
17. Pupils make good progress in the development of their literacy, numeracy and information technology skills as a result of the good opportunities provided across the curriculum. Although information technology skills are not used as widely across the curriculum as literacy and numeracy skills, the pupils have very good opportunities in English and mathematics lessons. They also benefit from class lessons where specific skills are taught.

## 21. **Attitudes, behaviour and personal development**

1. This aspect of the pupils' education continues to be a significant strength of the school. Pupils' attitudes to learning are very good and have a positive effect on their progress. At the pre-inspection meeting, and in the questionnaire, parents expressed high levels of satisfaction with the attitudes and behaviour of the pupils. Pupils with special educational needs have generally positive attitudes to their work and feel involved in all aspects of school life. All groups of pupils are well motivated and show high levels of interest in their work. They sustain concentration well, both in group work and when working independently. They are keen to ask questions and take part in class discussion, and invariably show pride in their work. They are smart in their appearance and take pride in their school. They work well co-operatively and effectively as a team when required to do so. They are confident and happy to talk about what they are involved in.
2. Behaviour in class and around the school is generally very good. As a result there is an effective working atmosphere in most lessons. Pupils have a well-developed sense of right and wrong. They uphold the school rules and move quietly and efficiently around the building. They show respect for property and treat books and equipment with due care. Pupils are very polite and well-mannered which makes the school a pleasant place to be. Lunchtimes are well ordered and pleasant social occasions. Behaviour at playtimes is very good. No evidence of bullying was seen during the inspection and pupils expressed confidence that staff always deal with any rare incidents promptly, and this effectively eliminates further occurrences. There have not been any exclusions in the past year.
3. Relationships between staff and pupils are very good. Pupils support each other very well and are understanding of those with special needs. Pupils from the language resource base are integrated appropriately into classes and form constructive relationships with staff and other pupils. In lessons, the pupils show interest and respect for the views of others. They celebrate and applaud the successes of their peers, as was shown clearly at an awards assembly. They relate well to staff and feel comfortable taking their problems to them.



1. Personal development is good. Pupils are eager and willing to take responsibility in class and in activities around the school, for example, showing visitors around. They work well independently, demonstrate maturity and show initiative in lessons. This makes a significant contribution to their attainment and progress. The monitors and house captains carry out their duties conscientiously. Their commitment and active involvement has a positive effect on the team spirit and support of the school community. Pupils perform in concerts and productions, both in school and in the wider community. They participate in sporting matches and other extra-curricular activities. Their involvement and success have a beneficial effect on their personal development.

25.

## 25. **Attendance**

1. Levels of attendance at 94 per cent are in line with the national average. This has a positive effect on pupils' attainment and progress. There is no unauthorised absence. All authorised absence is due to sickness or holidays taken during term time. Punctuality is good. Pupils arrive at school in good time and this enables a prompt start to the day.

## 26. **QUALITY OF EDUCATION PROVIDED**

### 26. **Teaching**

1. The quality of teaching is good overall. It has improved since the last inspection when almost half the lessons seen were good or very good. All the lessons seen were at least satisfactory and two thirds were good or better. Teaching was very good or better in 15 per cent of the lessons and excellent in four per cent. Excellent and very good teaching was seen in literacy, numeracy, science and religious education. The overall impact on pupils' progress is good.
2. Teachers have good knowledge and understanding across most subjects of the curriculum. They use this well to frame effective questions to check understanding and to help pupils to think and develop their ideas. Good examples of this were seen in numeracy and literacy. In a Year 6 numeracy lesson, a lively question and answer session stimulated pupils' interest and helped them to think further about the language of probability. In a Year 3 literacy lesson, effective questioning guided pupils to think creatively to generate words for a poem. Where knowledge is less secure, for example in history, the teachers do not always make the lessons sufficiently challenging and interesting. Work is not always matched to individual needs and higher attaining pupils do not make enough progress.
3. Teachers have high expectations of work and behaviour. These expectations are shared with the pupils and, because of the very good relationships, the pupils respond well. This has a positive impact on their learning.
4. Very good planning is a strength of the teaching. This is in line with the findings of the last inspection. It is very detailed. The purpose of lessons is clear and the work is usually matched well to the individual learning needs of the pupils. Pupils with special educational needs are supported well in lessons. Individual education plans are used effectively by teachers and support staff.
5. The teachers use a good variety of strategies to make learning interesting. They pay particular attention to involving the whole class in oral discussions. They manage the pupils very well. An excellent feature of pupil management is the calm non-confrontational approach when dealing with the significant minority of pupils who have behavioural difficulties. Several examples were seen when disruption was avoided because of the sensitive handling of potentially difficult situations.

6. The teachers use time and resources well. Lessons are sharply focused and proceed at a good pace that sustains pupils' interest. Equipment is used effectively to support learning. Day-to day assessment is used well to check understanding and plan further work. A good example of this was seen in Year 5 when the teacher evaluated a science lesson and realised that the majority of pupils had not understood condensation. In the next lesson, she revised her plans and provided simple equipment that would help them to understand. The effect of this was that the pupils made very good progress in the subsequent lesson.
1. There is a consistent approach to marking pupils' work. The marking is thorough and indicates to pupils how their work may be improved. The setting of homework is inconsistent, but where it is given, it is interesting to the pupils and makes a good contribution to their progress. The pupils are keen to do the activities. For example, the homework for a Year 3 class who were working on co-ordinates in mathematics involved making a treasure map.

### 33. **The curriculum and assessment**

1. The broad and effectively balanced curriculum meets the statutory requirements. The school's commitment to equal opportunities, based on a good quality policy, is evident and all pupils have equal access to the curriculum. The provision for religious education is good and based appropriately on the requirements of the locally agreed syllabus. There is a very well planned programme for personal, social and health education. This covers many important aspects very well, such as sex education, drugs awareness and citizenship. Wider issues, such as self-esteem, emotional changes and resisting peer pressure, prepare the pupils effectively for adolescence and for their transition to secondary school. The curriculum promotes the pupils' intellectual and physical development soundly. The governors, headteacher and staff work successfully in partnership to promote curriculum development.
2. The allocation of time to particular subjects has been set to meet national priorities and the school is trying hard to maintain complete coverage of all subjects so that the pupils have worthwhile experiences in each. English, mathematics and science are given high priority, resulting in steadily improving attainment. However, pressure of time means that some creative elements of art and design technology have had to be reduced. This means that the pupils do not always attain the standards of which they are capable. For example, in art, too little time is spent studying the works of other artists.
3. The school has implemented the National Literacy and Numeracy Strategies very effectively. The pupils use their literacy skills successfully across the curriculum, as when they use their research skills in history, and in sequencing instructions in design and technology. They make effective use of their numeracy skills, for example, presenting science results as charts and graphs, and in using co-ordinates and scale maps in geography. Information technology is used effectively in English to aid the writing of stories, poems and plays, and in mathematics in collecting and presenting data. However, its use is more limited across other curriculum areas.
4. Whole school planning was identified as a strength in the previous inspection, and it continues to be so. Planning structures have been changed to take account of new initiatives and nationally published schemes. The school is well placed to move forward in its aim to provide an interesting and relevant curriculum. The aims and objectives for the teaching of each curriculum subject are clearly outlined in good quality curriculum policies overall. The teachers' high level of commitment to their pupils' learning is reflected in school, year group and class teaching plans which ensure that lessons within each year group have similar purposes. Very good quality teaching plans are firmly based on local and national schemes of work. These ensure that most pupils make good progress overall in their knowledge, skills and understanding, and that they have continuity in their experiences. However, the half-termly plans for geography, history and physical education are not yet well enough adapted to the needs of the school and in these subjects the

pupils' progress is satisfactory rather than good. The need to address this is identified in the school's programme of curriculum development.

5. Provision for pupils with special educational needs is very good. Detailed individual educational plans are implemented consistently in all classes and reviewed regularly. This, combined with small group teaching and well-targeted support, leads to the majority of pupils with special educational needs making very good progress.
6. There is a good range of extra-curricular activities that includes increased opportunities for sport and music making, as well as a Young Engineers' Club. These activities are mostly available to the older pupils. Pupils throughout the school benefit from optional peripatetic music tuition. Visits and visitors to the school extend the curriculum for all pupils and complement the work in many subjects. For example, a visiting artist worked with all the teachers and pupils from all year groups, and interested parents, to produce a textile wall hanging based on an environmental theme. The activities covered a good range of skills, including batik, appliqué and embroidery.
7. Key Stage 1 and Key Stage 2 transfer procedures do not effectively track pupils' progress. This is a weakness as they have no firm basis on which to measure their progress. However, overall procedures for assessing the pupils' progress are good. Standardised and school-based tests are carried out each year in English, mathematics and science. The results are analysed carefully to identify trends across the school and in year groups and to provide information on individual pupils. The information gained is used effectively to set individual targets for all pupils and to revise the teaching plans appropriately. Analysis of last year's science test has resulted in more thorough teaching of evaluation of data, which is having a significant impact on standards this year. The systems for tracking individual pupils' progress, based on a local initiative, is thorough. There are plans to extend this process across the curriculum now that it is becoming firmly established in English, mathematics and science. Current assessment procedures for other subjects are largely informal.
8. Assessment opportunities are a key feature of teachers' planning so that they are able to judge accurately what their pupils have learnt, and the strengths and weaknesses in their learning. Although formal records are not kept in most subjects, the quality of the teachers' marking is very good and gives the pupils a clear indication of where they need to make improvements. The best marking extends and challenges the pupils' thinking. Teachers use a good variety of questioning strategies skilfully in order to find out what their pupils know and understand.

#### 41. **Pupils' spiritual, moral, social and cultural development**

9. The provision for pupils' spiritual development is very good. It is promoted well through assemblies and across many subjects of the curriculum, especially religious education. Collective acts of worship are mainly of a broadly Christian character and meet statutory requirements. They are well planned and encourage the pupils to explore questions about values and beliefs. Staff are successful in making assemblies important events in the school day and encouraging pupils to approach them with respect. Pupils participate frequently by singing, playing music, taking part in role-play and answering questions. They listen attentively and take time for personal reflection, as for example, when they listen to music and follow prayers. Through thoughtful discussions in class, teachers extend pupils' insight into the values and beliefs of others. In religious education lessons they introduce pupils to Christian teaching as well as that of other religions such as Judaism and Sikhism. Pupils learn to appreciate the force of nature in science lessons and environmental studies. They develop their spiritual awareness through listening to music, observing paintings and considering writings on topics such as the environment and people's feelings. Good provision is made for the recognition and celebration of pupils' achievements both in and out of school. Circle time actively fosters opportunities for pupils to share thoughts and concerns.

10. The provision for pupils' moral development is very good. Pupils' understanding of moral values is very well developed. Moral and social awareness are promoted very effectively by the well planned programme of teaching. Staff provide very good role models and teach the principles of right and wrong whenever opportunities arise. They encourage discussion of issues in a way that enables pupils to voice opinions and clarify their thinking. Pupils and teachers agree class rules that are prominently displayed in classrooms and referred to when necessary. The staff reinforce the high expectations that the school has of pupils' honesty and respect for one another. They actively promote the school's very positive ethos by praising pupils' acts of thoughtfulness and airing shortcomings in a supportive and helpful manner.
11. The provision for pupils' social development is very good. The school is very good at promoting pupils' understanding of social values. Relationships between staff and pupils are founded on a high degree of mutual respect and this encourages pupils to speak openly of any difficulties that occur. Good relationships are particularly well fostered through assembly themes and regular circle discussions in class. The importance of peace, co-operation and helping one another was very well demonstrated in assemblies during the inspection. On one occasion, two pupils acted out the story of the two donkeys that were tethered together and, each needing to get to their food, they worked together to achieve this. The necessary qualities were highlighted and were evident in class activities where groups worked in teams. Staff are good at encouraging and praising helpfulness and use house points and merits judiciously to promote good behaviour as well as work. Sportsmanship when taking part in team games is encouraged effectively. Pupils' appreciation of the wider community is developed well by the school's participation in local events and their support for a wide range of local and national charities. For example, the choir and the violin group provide entertainment at Christmas for a local company and at a residential care home for the elderly.
12. From their first days at the school, the pupils are given responsibilities for daily and routine tasks and are expected to carry these out sensibly. In most subjects pupils are provided with opportunities to work collaboratively and co-operatively and develop some research skills. The school provides a good range of extra-curricular activities, including sport and music and a residential trip for pupils in Year 6. These combine to promote pupils' social development and extend their personal interests. The school is a very caring community where all pupils are valued and their self-esteem is high.
13. The provision for pupils' cultural development is satisfactory. The pupils are given good opportunities to become aware of their own cultural heritage through studies in history and geography, supplemented by visits to local museums and parks. For example, regular visits are made to Baggeridge Country Park and Dudley Canal Trust. They are introduced to the diversity of different faiths through religious education in contexts such as Diwali and Christmas. In this respect, they are prepared for life in a multicultural society. However, opportunities to develop this further are missed in other areas of the curriculum, such as geography. When they study other countries they do not explore cultures and traditions in sufficient depth. They are not given sufficient opportunities to listen to and appreciate music from different cultures and traditions or to appreciate the work of artists. The school enjoys the company of visiting musicians, artists in residence and theatre groups who work with all the pupils and contribute effectively to their cultural development.

#### 46. **Support, guidance and pupils' welfare**

14. The overall provision for the support, guidance and welfare of pupils is very good. They are nurtured in a calm and caring environment, in which good relationships between staff and pupils are of paramount importance, and which helps the pupils to make good progress. This has a beneficial effect on pupils' learning and gives them the ability and confidence to cope very effectively with school life. Parents expressed the view that the school provides consistently good support for their children and is a caring place. Inspection evidence confirms these opinions.

15. Procedures for monitoring and promoting personal development are very good. There are good procedures to identify individual needs and work is well planned to match pupils' levels of understanding. This is an improvement since the last inspection. Pupils with special educational needs are supported very well in class and when working in the language resource base. High quality individual education plans meet their needs well. Pupils with special educational needs are integrated well into the school. The pupils often work in small groups that are supported effectively by teaching and non-teaching staff. Their progress is monitored well and achievable targets are set for improvement.
16. Procedures for monitoring and promoting good attendance are very good. Parents are generally conscientious in notifying the school and staff are vigilant in following up any absences where no notification has been received. Punctuality is monitored closely. The school works closely with the education welfare service when necessary. There are good procedures in place for child protection and for promoting the well-being, health and safety of all pupils, with high staff awareness of the issues. The school liaises closely with other agencies when required.
17. During the inspection, the inspectors were concerned about the safety of the school pond, in terms of unsupervised access, both by pupils and visitors, to this valuable feature of the school. Although the caretaker fixed the gate immediately, concerns still remain regarding the possibility of pupils or young children being able to enter this area without supervision. The school is clean and well maintained. Health and safety checks are carried out regularly and staff and governors have attended relevant training on risk assessments.
18. There are very good procedures to promote and maintain very good discipline and behaviour, with a reward system that pupils understand and value. There are clear guidelines for all staff, including lunch-time supervisors, for dealing with unacceptable behaviour. There are good procedures in place for dealing with bullying, should the need arise. Pupils with behavioural difficulties are managed well and the school is particularly successful with pupils who transfer from other schools with a history of unacceptable behaviour. The school has successfully maintained the effective provision for the support, guidance and welfare of pupils and this is a strength of the school.

51. **Partnership with parents and the community**

19. There is a good partnership with parents and the community. Parents emphasised their strong support for the school during the pre-inspection meeting and through their answers to the questionnaire. Parents comment very favourably on the openness of the school and say they are made to feel welcome and that staff are very approachable. The school has consulted with parents in its implementation of a 'Home School Agreement'. Parents are encouraged to attend consultation appointments and have appropriate opportunities for both formal and informal discussions with staff.
20. The quality of information provided to parents is good. They are kept well informed through regular newsletters that include comprehensive curriculum and topic details. The prospectus and the governors' annual report to parents provide them with useful information about the school. Pupils' annual reports are of good quality and contain good information on attainment and progress. Some have pertinent comments on areas for improvement. Pupils and parents are able to comment on progress made and reports are the basis for discussion at consultations. The school makes very good use of an enthusiastic group of parent volunteers, who support the school in a variety of ways and contribute positively to pupils' learning. The home-school reading diary is used as an effective communication tool. Parents at the meeting stressed that they are fully involved with homework when it is given.

21. There are good links with the community that contribute well to the curriculum. For example, Year 6 pupils visited the local football club for a mathematics project. They had good opportunities to relate what they had learnt in lessons to real life situations, such as measuring the area and the perimeter of the pitch, and calculating match takings from the numbers of seats sold. Very good contributions to all aspects of the health education programme are made through good links with the police. Links with other local schools, teacher training colleges, universities, places of worship, and senior citizens in the neighbourhood contribute well to the pupils' personal and social development. Strong links exist with local secondary schools and there is effective induction before the pupils transfer.

#### 54. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

##### 54. **Leadership and management**

22. The overall quality of leadership and management is very good with excellent features. The high standards have been sustained since the last inspection. It provides excellent support for teachers and leads to overall good progress by the majority of pupils. The headteacher has created a very effective collegiate approach to the management of the school. This efficient management structure provides very clear educational direction. Roles are clearly defined and all members of the staff, both teaching and non-teaching, appreciate that they have a valuable part to play in the running of the school and exercise their responsibilities to the full. They work very well as a team to provide a secure learning environment where all pupils can achieve their full potential. This is an improvement since the last inspection when the headteacher carried most of the management workload.

23. The support and monitoring of teaching and curriculum development is very good, and there is a good network of support for teaching. The headteacher and deputy have good systems for monitoring teaching and learning through work sampling and direct observation in classes. The role of curriculum co-ordinators has been developed to good effect since the last inspection. Most have a good oversight of standards in their subjects through the effective monitoring of teaching in all classes. They provide effective support to teachers where necessary. The exceptions are art and music, where newly qualified teachers are being trained for the responsibilities of co-ordination. Constructive feedback in professional interviews follows the monitoring by the headteacher and deputy. Teachers are guided well in moving forward, in terms of subject expertise and management.

24. The implementation of the school's aims, values and policies is very good. Raising standards in the core subjects is the main aim. A good tracking system, through individual progress records, helps teachers to focus on the needs of each pupil and plan effectively. Target setting and regular reviews enable resources to be directed at specific weaknesses, for example, focusing on the pupils who need extra support to reach Level 4 in the end of key stage tests. The success of this was seen in the 1999 test results which were a significant improvement on the previous year.

25. The management of provision for pupils with special educational needs is very good. There is very good co-operation between class teachers and support staff. Good quality individual educational plans with manageable targets are implemented consistently and reviewed regularly. Good records are kept of pupils' progress. Parents are closely involved at every stage and effective links are maintained with outside agencies. The management of provision for pupils who speak English as an additional language is good.

26. The effectiveness of the school's strategies for literacy and numeracy are good. There are many well-planned opportunities to develop these skills across the curriculum. Information technology skills are developed well in some subjects, for example, English but they are not used sufficiently

in most subjects.

27. Planning for whole school development is very good. The governors are fully aware of their responsibilities and carry them out well. Good procedures are in place for them to monitor the progress of initiatives. For example, the curriculum committee has worked effectively to consider new policies, the implementation of the National Literacy and Numeracy Strategies and the preparation of the Home-School Agreement. The governors with responsibilities for literacy, numeracy and special educational needs monitor developments and progress in their respective areas effectively. The governing body fulfils all its statutory duties well apart from minor omissions in the annual report to parents.
28. The very good relationships between the pupils and all adults and between the pupils themselves contribute well to creating a secure learning environment. The quality of the school's ethos is very good. Very good quality care and attention is given to pupils' pastoral needs. The pupils respond positively and relationships are very good. This was stressed by the parents at the pre-inspection meeting. They appreciate the fact that all the staff want what is best for the pupils in terms of their social, emotional and intellectual development. Equality of opportunity for all pupils is stressed in the aims of the school and in all the documentation.
29. The school has good capacity for further improvement. There is sufficient expertise within the management structures, good insight into what needs to be done, and a shared sense of determination to succeed in order to bring about further improvement.

62. **Staffing, accommodation and learning resources**

30. The school is very generously staffed with appropriately qualified and experienced teaching and support staff for the number of pupils on roll, including those pupils with special educational needs. They are deployed very efficiently to meet the curriculum and pastoral needs of all pupils. The non-teaching assistants are used effectively and make a good contribution to the work in school. Support teachers, including those in the language resource base, are deployed very effectively and make a significant and positive impact on pupils' learning.
31. Arrangements for the professional development of staff are very good. Suitable induction arrangements for newly qualified teachers and other new staff are in place and there is a useful staff handbook. Each member of the teaching staff has a curriculum responsibility and their job descriptions reflect these roles. Individual curriculum targets are set by co-ordinators and these form the basis for a good staff development plan, which ensures relevant staff training in identified areas. Members of the teaching and non-teaching staff have good access to meetings and training opportunities that enhance the schools' identified needs and developments. Appraisal procedures are secure. Teachers have good opportunities to discuss their progress towards their appraisal targets in well structured professional development interviews with the headteacher and deputy headteacher. Areas for development are identified and linked effectively to the staff development plan.
32. The accommodation is very good. The space available has a positive impact on learning opportunities. The building is in a good state of repair, is clean and is generally well maintained by the very able caretaker and dedicated cleaners. Good progress has been made in relation to the repairs to the building since the last inspection. The entrance hall, which is shared by the Infants school, is large, light and inviting, with a good variety of curriculum-related displays. There are clear signs for parents and visitors. Rooms are sufficient for the number of pupils on roll. The accommodation for the language resource base is good. Pupils also benefit from the separate rooms available for the computer suite and the library. The provision of a separate dining room means that the good sized hall can be used to the best advantage for curriculum provision. The school is accessible to wheelchair users through ramps and lifts. There are suitable hard surfaces

and a grassed area for games and playtimes.

33. There is a good range of good quality resources for all subjects of the curriculum. The recently acquired computer suite has made a very positive impact on pupils' progress in information technology. The school makes good use of the locality, especially through visits to local churches. The pupils in Year 6 benefit from a residential experience where they have good opportunities for outdoor and adventurous activities. The library contains a satisfactory range of books.

66. **The efficiency of the school**

34. The school is run very efficiently. Educational developments are supported very well through careful financial planning. The governors are aware of the state of the budget through regular reports based on computer analysis of spending patterns. They consider carefully, proposals for spending presented by the headteacher, and examine, review and adapt before adopting and authorising implementation. The priorities for spending are securely linked to the school development plan, and support the aims of the school.
35. The school budget is managed well with a reasonable contingency fund. The governing body has established a Finance and General Purposes Committee with delegated powers and a defined role which is effective in fully meeting their responsibilities in managing the budget. There are good procedures to enable the governors to evaluate the cost effectiveness of initiatives and to establish value for money.
36. Arrangements for financial control are very good. There is a clear separation of duties and responsibilities in the ordering and receiving of goods, and in authorising payment. The recommendations of the Internal Audit Report have been implemented. Day-to-day administration by the school secretary is very good.
37. The funds for the language resource base are used very efficiently to provide specialist support for pupils and to support their very effective integration. The funds allocated to meet more general special educational needs in the school are used well and the staff are deployed effectively. The school makes good use of funds for staff training. National initiatives, such as the National Literacy Strategy and the National Numeracy Strategy, are successfully implemented and staff are well prepared.
38. The staff are deployed very effectively so that smaller classes can be formed and this contributes well to pupils' progress. Learning resources and the accommodation available to the school are all used very efficiently. The school has developed a specialist music room, library, and computer suite which enhance the life of the school and make a positive contribution to the standards achieved. However, in one language resource base, two groups are sometimes taught at the same time by two different teachers. The room is not big enough for this to be satisfactory and this arrangement has an adverse effect on learning.
39. Most pupils enter the school with attainment below that which is expected for pupils of their age, and leave with attainment broadly in line with national expectations. The school develops very good attitudes and behaviour, the teaching is good, and a very positive ethos pervades the school. The funding available to the school, which is higher than the national average, is used well. The school provides good value for money.



**The Language Resource Base**

40. The language resource base has capacity for 18 pupils with speech and language difficulties. At the time of the inspection, 17 pupils were on the roll. All the pupils have statements of special educational need, and most have attended the Infants school on the same site. They are referred by the local education authority, following a full assessment of need. They travel from all parts of the authority, not just the school's usual catchment area. The pupils are very well integrated into the life of the school. English and mathematics are taught in sets, and pupils from the base join their appropriate sets for these subjects, and their classes for other lessons
41. The attainment of the pupils is generally below national expectations in most subjects, but is in line with their abilities. Given the impact of their speech and language difficulties and other consequential difficulties on their learning, they make good progress.
42. The pupils have very positive attitudes to learning. They are interested in their work and are able to sustain their concentration well. They work well in lessons, both in the base and in other classes. They listen well to their teachers and support staff, and are very keen to learn and to do well. Their behaviour is very good in classes, around the school and in the playground. They treat all equipment, materials and books with care and consideration, and treat adults and each other with respect. They work co-operatively and collaboratively with each other in the base and with other pupils in classes. They take increasing responsibility for their own actions as they move through the school, and use their initiative well when given suitable opportunities.
43. Attendance is satisfactory and is in line with the attendance of the rest of the school population. Transport and escorts are provided by the local education authority for pupils attending the base.
44. Teaching is good in the base and in classes where pupils from the base are integrated. The language resource base staff are well qualified by experience and a wide range of in-service training. They have a good knowledge of speech and language difficulties. This knowledge is well complemented by the work of the staff of the Speech and Language Therapy service, and access to other specialist advice and support. All the staff have high expectations of the pupils and set appropriate challenges for them. They are supported well in classes, and tasks are differentiated to match ability and need. Time is used well, lessons start punctually and no time is wasted.
45. The pupils have equal access to all areas of the curriculum. Every pupil has an individual education plan which informs the setting of very good targets. The strategies are very clearly identified, and all staff are aware of what is expected. Very good records are maintained. Formal review procedures meet statutory requirements and informal reviews are very good. They make a very positive contribution to the standards achieved. All the staff of the base and the headteacher meet regularly to review the progress of pupils from the base, and careful minutes are maintained. The staff of the base know their pupils very well, and this makes a significant contribution to their successful integration.
46. The spiritual, moral, social and cultural development of pupils is generally in line with that of the rest of the school population, and is good overall. Their social and moral development is very good.
47. Partnership with parents is good. The leadership of the school and the language resource base staff make every effort to involve parents in the life of the school. There is regular, planned contact between the staff and the escorts on the transport. In this way, messages from home to school and vice versa, are conveyed accurately and effectively. Home-school books are used well to enhance contact where parents live too far away from the school to 'drop in' as is usual in the school.

48. The governors, senior management and all the staff of the school are fully committed to the concept of the language resource base, and to the successful integration of the pupils into the school. They take a justified pride in the success of the base. The work of the base is very well led by the co-ordinator, with a very clear and consistent sense of educational direction.
49. There is a sufficient number of appropriately qualified teachers and support staff. A speech therapist works to support the base on one-and-a-half days per week. The staff from the base work very well with other special educational needs staff in the school, and all the teachers in the mainstream classes, together with the staff from external support services. They work very effectively to provide a seamless robe of support for pupils in the base and other pupils with special educational needs in the school.
50. While the accommodation is satisfactory, the use is, occasionally, unsatisfactory. The pupils in Years 3 and 4 in the base are taught English and mathematics by two different teachers in the same room at the same time. This adversely affects learning as it affects the ability of pupils to focus on their own teacher and support staff, and makes too severe a demand on their concentration. It restricts their ability to contribute to discussion and so to develop their language skills, as the group is doubled in size because they are joined by other pupils in the year group. The resources are used effectively, and staff are deployed efficiently.

83. **ENGLISH, MATHEMATICS AND SCIENCE**

83. **English**

51. The 1999 National Curriculum tests and tasks, indicate that standards of attainment are below the national average and well below the average attained by pupils from similar backgrounds. The proportion of pupils gaining the higher level 5 is in line with the national average. Pupils' performance in the latest tests show a decline from the previous 3 years when it was close to the national average. The performance of boys, over the previous 3 years, was better than that of the girls. They achieved above the national average whereas the girls achieved in line. The evidence of the inspection does not support the evidence of the latest test results. The present Year 6 has benefited from the introduction of the National Literacy Strategy and a well structured scheme of work. Teaching is more sharply focused as a response to the effective analysis of previous test results. Observed standards for the majority of pupils in Year 6, during the inspection, were broadly in line with the national average. This is in line with the findings of the previous inspection.
52. The majority of pupils enter the school with below average standards of attainment in all aspects of English. They make good progress overall. Pupils with special educational needs and the pupils in the language resource base benefit from being taught in small groups and make good progress towards the targets set for them.
53. Pupils listening and speaking skills are in line with the national average. Pupils in Year 3 find difficulty in listening for a sustained period of time. As they move through the school they learn to listen with good attention and concentration. Most pupils speak confidently, communicating and interpreting good ideas as, for example, in Year 4 when they made good use of appropriate vocabulary to summarise the main points of a newspaper article. They learn the conventions of discussion, for example, by taking turns in conversation, particularly when asked to analyse text in Year 5. In the literacy hour, in the whole group sessions, pupils are learning to express themselves clearly when giving opinions as, for example, when Year 6 discussed language changing over time. They speak confidently and politely to adults. They show an appropriate awareness of distinctions between varieties of written and spoken English.

54. Standards of attainment in reading are in line with the national average. Most pupils can read a range of texts fluently and accurately, and use their reading effectively to seek out information. They can read magazine articles fluently and with expression. They can interpret text well, seeing the importance of description to provide images in the reader's mind. Lower attaining pupils, however, make unsatisfactory progress because they do not receive enough structured teaching. Standards of attainment for these pupils are below the national average. In Year 6, although they are able to read with support, they are unable to interpret events and empathise with the characters in the story. There is insufficient use made of the library to enable pupils to further develop their retrieval and research skills.
55. Standards of attainment in writing are in line with the national average. Most pupils can draft, re-draft and edit their written work to good effect. The majority of pupils in a higher ability Year 6 set are able to extend meaning in complex grammatical sentences when changing active to passive verbs. They can also use more formal styles of writing effectively. They use their writing to good effect in other subjects.
56. Pupils' attitudes to learning are good. They enjoy reading and writing. They also particularly enjoy listening to stories, and collaborate well in the guided reading sessions. This was evident when pupils in one Year 5 class were reading instructional text and when those in another Year 5 class were reading a poem with emphasis on fluency and expression. Pupils behave very well in lessons, and show by their answers that they enjoy books. They concentrate well on their written tasks. They make good progress in presentation as they move through the school.
57. The quality of teaching is good overall, and sometimes very good or excellent. It was good in 75 per cent of the lessons seen. In the better lessons, teachers have excellent relationships, give very clear instructions and share the learning objectives with pupils at the beginnings of the lessons. The quality of lesson planning is very good and this links well to weekly and medium-term planning. Teachers have very good subject knowledge. This was seen in a very stimulating introduction to a poetry writing session. The teacher's knowledge and enthusiasm had a positive impact on the pupils' motivation and contributed well to their good progress. Teachers use their secure subject knowledge well to frame effective questions to check understanding and to help pupils to think through and develop their ideas. This was shown in a Year 3 lesson when the teacher's effective questioning guided pupils to think creatively to generate interesting words for a poem. Teachers use time well to evaluate learning and check understanding. They make good use of day-to-day assessments and encourage pupils to evaluate their work sensibly and seek improvement. They make good use of resources and generally use support staff efficiently. However, sometimes both teaching and non-teaching support is not used efficiently to benefit the learning of all pupils, particularly those in the lower ability sets and, on these occasions, the pupils do not make enough progress.
58. The curriculum is planned very effectively to provide continuity and progression. The National Literacy Strategy has been implemented successfully. The policy has been updated in line with the National Literacy Strategy. Writing is assessed regularly with reference to National Curriculum levels of attainment. The information gained from these assessments is used consistently in the planning of the writing curriculum. Each class has the opportunity to be involved in drama or improvisation and this work is based on a useful scheme of work produced by the local education authority. This has a positive impact on pupils' speaking and listening.
59. Leadership of the subject is very good. The school has identified shortcomings in the teaching of reading for the lower attaining pupils throughout the school. This has been identified as an area for development. There is an adequate provision of text and books for guided reading. The range of fiction and non-fiction books available for use in the school library is adequate.

92. **Mathematics**

1. In mathematics, the results of the 1999 National Curriculum tests indicate that overall standards are in line with the national average but just below the average achieved by pupils from similar backgrounds. The proportion of pupils gaining the expected level 4 is below the national average and well below the average achieved by pupils from similar backgrounds. The proportion of pupils reaching level 4 increased from 48 per cent in 1998 to 66 per cent in 1999. This represents a significant improvement, and is indicative of the success of the school's initiative, and priority in the school development plan, to raise standards in mathematics. There has been a consistent trend of improvement over the last three years. The proportion of pupils gaining the higher level 5 is above the national average.
2. The majority of pupils, including those with special educational needs, make good progress. Pupils throughout the school make good progress in number work. Their numeracy skills are well developed in relation to fractions, factors and decimals. They use their numeracy skills well in a good range of tasks. For example, they calculate areas and perimeters of simple shapes. They use appropriate language, such as 'likely', 'unlikely', 'certain', when discussing probability, and are able to predict with appropriate accuracy, giving reasons for their decisions. They know how to use a scale of 0 - 1 to express probability.
3. Pupils make good progress in lessons. At the start of one lesson observed very few pupils in a Year 3 class recognised multiples of 5, but by the end of the lesson they could all identify these numbers, and could identify patterns. Pupils in a Year 4 class were observed working on measures involving millimetres, centimetres, and metres. At the end of the lesson all pupils understood the relationship between the measures, and could use the measure appropriate to the task of measuring in the classroom. In a Year 5 class pupils made good progress in developing their understanding of how to interpret a bar graph using an axis marked in units of 5. Pupils in Year 6 make good progress in developing their own strategies to solve problems, and in presenting their work in a clear and organised way. They produce frequency tables and successfully show this information in block and line graphs, and pie charts, and interpret and interrogate information presented in these forms.
4. The pupils' attitudes to learning are good. They are keen to learn and listen to their teachers well. High quality support staff, working with individuals or groups, foster positive attitudes. Behaviour in lessons is good, and pupils enjoy good relationships with adults and with each other. They treat equipment, materials and books with care and respect. The pupils' exercise books are neat and tidy, illustrating the pride that they take in their work.
5. Teaching throughout the school is good. All the teaching seen was at least satisfactory and 87 per cent was good or better. One excellent lesson was seen. In this lesson, the teacher gave a very good explanation of perimeter and area. She used her very good knowledge of the pupils' prior attainment well to match tasks accurately to individual needs. She encouraged the pupils to use their initiative in selecting and using materials and equipment. The pupils responded well to this and they made very good progress in understanding perimeter and measuring area in square centimetres. Teachers know their pupils very well, and there are very good relationships in the school. The lessons are well planned and thoroughly prepared, with good use of support staff where available. The pupils are taught in ability sets, but in addition, work is differentiated effectively. The teachers give clear explanations and instructions to pupils. The lessons have a clear structure and are conducted at a brisk pace with appropriate variety. The weakness in the lessons judged to be satisfactory was the general lack of pace. This had the effect of pupils drifting off task and making satisfactory as opposed to good progress.
6. The school was well prepared to introduce the National Numeracy Strategy, and worked hard to ensure its successful implementation. Lesson planning is based on a very clear and detailed long-term plan. Teachers' planning is monitored effectively by the co-ordinator to ensure that all the

curriculum is taught in sufficient depth. Teaching is monitored by the headteacher and deputy headteacher as part of a whole school, all subject strategy. Teachers receive effective feedback and further training is arranged if necessary. The pupils have good opportunities to use and develop their numeracy skills across the curriculum.

7. The role of the co-ordinator is well developed and co-ordination and planning are strengths of the subject. The School Development Plan identifies that the raising of attainment in mathematics is a priority. The school monitors very carefully the results of yearly and end of key stage test results and the information gained is used effectively to influence teaching and plan further work. Booster classes and the 'Successmaker' computer programme are used well for lower attaining pupils identified through monitoring. Homework is used effectively to promote learning. The development of mathematics in the school is well supported by a governor with specific responsibility for the subject. Resources are good, and are readily available to staff.

## 99. **Science**

8. The results of the 1999 National Curriculum end of Key Stage 2 tests indicate that attainment was well below both the national average and the average attained by pupils from similar backgrounds. The proportion of pupils attaining at the higher level was also well below the average achieved in similar schools. Although the proportion of pupils gaining the expected level 4 increased, the increase was not as much as the national increase. This represents a significant drop in standards from the year before when the proportion of pupils gaining the expected level 4 was close to the national average. Pupils' overall performance in the latest tests show a decline from the previous three years when it was close to the national average.
9. An examination of the present Year 6 pupils' work, and discussions with these pupils indicate that they make good progress, and standards are above the national average, with almost all of the pupils achieving at national expectations. The recent adoption of a national scheme of work and the resulting reorganisation of the science curriculum have led to more focused planning and teaching. In addition, careful analysis of last year's test results to identify strengths and weaknesses in curriculum emphasis, and very good monitoring of planning to ensure that the pupils make progress in their learning, further contribute to rising standards.
10. Although recent test results show that boys are performing better than girls, this is not borne out by inspection findings, where no significant differences were noted in the quality of the pupils' work, or responses to lessons. Although science is not a priority in this year's school development plan, much effort has been put into the successful improvement of provision, and parents' worries that science 'has taken a back seat' are no longer justified.
11. The pupils' use of their literacy and numeracy skills in science is good. They use science terms and vocabulary accurately and appropriately, and sequence their writing of investigations well. The younger pupils use standard measures accurately and record them in tables, while the older pupils use charts and graphs effectively to evaluate and interpret the results of experiments. They have a good understanding of the need to repeat tests in order to obtain valid results. As yet, little use is made of information technology to support learning in science. For example, the pupils do not use sensing equipment to measure temperature changes over time.
12. All groups of pupils make similarly good progress. Pupils with special educational needs make very good progress in lessons due to the teachers' understanding of their needs and strong individual support. The pupils in the lower school make especially good progress in experimental and investigative work. In a Year 4 lesson seen, the pupils predicted sensibly, the amount of force needed to move an object over a rough surface and a smooth one, and successfully designed a fair test to check this prediction. They carried out this test competently and checked their results by repeating it several times. They explained the results correctly in terms of friction as a force which

- slows moving objects. They have good knowledge of the magnetic properties of materials. They understand what makes a healthy diet and apply this knowledge well to design balanced meals. Older pupils make good gains in scientific knowledge. In Year 6, 90 per cent of the pupils know that condensation occurs when warm air meets a cold surface and the majority of them use their knowledge of properties of liquids and gases to explain why. They use the terms 'condensation' and 'evaporation' correctly, and higher attaining pupils can apply them in everyday situations, such as clothes drying and windows misting up. The majority have a good understanding of the term 'solution' and apply their previous learning well to identify which solids will dissolve and which will not. They can explain correctly why the pulse rate increases with exercise and present their experimental findings accurately in graphs. Most of the pupils know how sound travels, and combine this knowledge with their knowledge of materials to explain how to insulate against unwanted noise.
13. The pupils' response to their science lessons is good. They try hard to think and to behave like scientists. They handle equipment safely and sensibly. They work very well together in carrying out practical work and discuss their findings and theories in detail in order to contribute to whole class experiments. They respond very well to the good questioning techniques of the teachers and strive to meet the high expectations made of them.
  14. The teaching of science is good overall. All the lessons seen were at least satisfactory, and 84 per cent were good or better. It has improved since the previous inspection, when it was 'sound or better'. The teachers all work hard to ensure that the content of the lessons is scientifically correct. Their good knowledge of the requirements of the science curriculum is reflected in very good quality lesson plans. Lessons are structured well to meet clearly identified success criteria for learning. This and the teachers' very good understanding of the development of experimental and investigative science has contributed significantly to rising standards. The teachers use a good variety of approaches that are well matched to the purposes of the lessons and are firmly based on the pupils' previous learning.
  15. The co-ordinator analyses the results of the national tests in great detail. This and the results of school tests give the co-ordinator and teachers good knowledge of standards throughout the school so that teaching programmes can be amended accordingly. As a result, the teachers plan well to meet the pupils' varying needs. Very high quality marking supports the pupils' learning strongly, and indicates to pupils the strengths and weaknesses in their work, and how they might improve.
  16. The range and quality of resources is good, but there is no measuring equipment to support learning at higher levels in experimental and investigative science. The resources are used efficiently, with the exception of the pond and environmental area which are under-used in the pupils' work on local habitats.
  17. The science curriculum is broad and balanced and meets statutory requirements. Since the previous inspection it has developed successfully in order to meet the learning needs of all the pupils and to improve standards.

## **Other subjects or courses**

### **Information technology**

1. Pupils enter the school from a low skills base and, at the end of the key stage, standards of attainment are below national expectations. Year 3 pupils make rapid progress due to well structured teaching based on a good scheme of work and very good lesson planning. Year 4 and Year 5 pupils continue to make steady progress as they work through the required teaching programme. Year 6 pupils have not experienced the full breadth of the programme of study over a sufficient length of time to enable them to achieve the standard expected. However, they make good progress and standards match those currently achieved by Year 5 pupils.

2. Pupils with special educational needs make very good progress through careful matching of programs to their needs and a high level of individual teaching. The 'Successmaker' programme is being used very effectively to raise the attainment of targeted pupils in mathematics, as well as improving their keyboard skills.
3. The majority of pupils use computer programs successfully to combine text and pictures stored on computers as, for example, when the Year 5 pupils make attractive and informative leaflets on Chembakolli. In this aspect progress is good. The pupils are beginning to develop an awareness of how their work may be modified to suit different purposes as, for example, when Year 4 pupils make a newspaper front page. The headlines, layout and pictures convey vividly the traumas experienced by the school as in, 'School Prepares for OFSTED Invasion'!
4. The older pupils have satisfactory knowledge, and make good progress in storing and retrieving information using a simple database. They are beginning to understand how to use spreadsheets, entering formulae and using data collected to budget for a Christmas party. In this, the Years 5 and 6 pupils are making similarly good progress as this is a new area for the Year 6 pupils. In other aspects of the programme, standards are unsatisfactory and progress is less rapid. The pupils are not yet secure in their knowledge and use of computers for controlling events and devices, using sensors to measure and record data and in the use of simulations to explore patterns and relationships. These aspects are included in the teaching plans for the current Year 6 pupils later in the year.
5. The pupils enjoy using the computers and approach their work with enthusiasm. They have good attitudes to their learning and persevere to develop new skills. They are confident and competent in using the keyboard, mouse, menus and commands. They respond well to their teachers' high expectations of independence and correct use of terminology. They co-operate very well when working on shared tasks.
6. The quality of teaching is good overall, and has improved since the last inspection. The teachers have made rapid gains in their own knowledge and teach with confidence and enthusiasm. The teachers' good knowledge is reflected in the clear way in which they explain tasks and demonstrate new techniques. They provide good role models in their use of the equipment to produce high quality worksheets, labels and descriptions. Very good lesson plans ensure that the pupils make good progress across most topics. The co-ordinator and staff have agreed areas for developing their knowledge and comprehensive plans and funding are addressing this.
7. Pupils are given satisfactory and relevant opportunities to apply their information technology skills in mathematics and English, for example, in writing play scripts and displaying the results of their science experiments in pie, line, scatter and block graphs. However, the subject is not used regularly or effectively to support learning in other areas. The co-ordinator is aware of this and has plans to address it through further staff training.
8. As yet the pupils' attainments and progress are assessed informally through marking and questioning. This gives the teachers a good indication of further steps in the work and enables them to target lessons appropriately to the needs of all pupils. However, the school has yet to adopt a systematic approach to recording individual pupils' progress and attainment.
9. The subject is managed very well. Very careful monitoring gives the co-ordinator a clear idea of the current state of provision and standards in the school. The existing development plan is addressing the major issues of standards effectively. The high quality equipment, the large number of computers, and regular teaching in a special purpose suite, have all contributed significantly to improving progress and raising standards.

## **Religious education**

10. All pupils, including those with special educational needs, make good progress, and standards of attainment are above the expectations of the Wolverhampton Agreed Syllabus.
11. Pupils throughout the school acquire a good knowledge of the features of the main festivals of Christianity, particularly Christmas and Easter, and those of Islam, particularly Eid Ul Fitr. Pupils in Year 5 are well informed about the celebrations associated with Diwali. They are familiar with narratives linked to the founders of these religions and systems of belief, and they know stories associated with Hindu deities well. They recognise artefacts associated with different religions and identify them correctly. In general, pupils use appropriate vocabulary when describing places of worship and religious leaders. In Year 3, pupils show a sound understanding that a shrine is an important place of worship. They demonstrate appropriate knowledge of symbols used in different faith communities, for example, those associated with Christian and Hindu traditions. Their knowledge of artefacts and areas of significance in the Christian church is sound.
12. In a very stimulating lesson, in Year 4, pupils were able to demonstrate their good knowledge about the Christian religion and the life of Jesus. This lesson, looking at a variety of paintings of Christ, together with a Year 5 lesson which looked at Rangoli patterns, made a good contribution to the art curriculum. Pupils in Year 6 expressed personal beliefs when studying the story of the Creation. Pupils make good progress in learning about the topics specified in the agreed syllabus.
13. Pupils respond with interest to what they are taught. Effective collaborative work was observed in a drama lesson related to thinking about the environment. In a Year 3 lesson, focusing on the symbolism of the Hindu shrine, the pupils listened intently to their teacher and showed their keen interest by bringing in gifts for the Gods. A similar response of attentiveness and great interest was shown when a Year 4 teacher explained why and how a painting of Christ had been created. The pupils' high level of interest contributes significantly to their good progress.
14. The quality of teaching is at least good. Half the lessons seen were very good. In all lessons there are very good relationships which aid good discipline. When teaching is very good, there is very good use of artefacts and personal experience. For example, a Year 3 teacher enthralled the pupils by showing them Hindu artefacts. Teachers have very good subject knowledge and question pupils skilfully to develop their understanding and sustain interest. Lessons are prepared well and proceed at a lively pace.
15. The co-ordinator provides good leadership. She provides effective support for teaching in the form of advice to teachers. She maintains a good oversight of standards by the effective monitoring of teachers' planning and work on display.
16. The ethos of the school supports the teaching of religious education well. Pupils are encouraged to contribute to assemblies and to share their knowledge with others. This contributes well to their self-esteem and personal development. The study of religious education makes a good contribution to the spiritual, moral and cultural development of the pupils. It provides them with good opportunities to reflect on what they learn and to express their own beliefs. It makes a good contribution to their moral development in so far as the codes of conduct associated with religious belief provide a good basis for thinking about moral issues, such as the proper uses of wealth. The subject also makes a good contribution to the pupils' awareness of the richness of cultural diversity. There is a good range of resources, particularly religious artefacts.

## **Art**

17. Timetable arrangements meant that it was only possible to see one lesson during the inspection. Very little work was available from the previous year. Judgements are based on a scrutiny of



teachers' planning, an examination of the work available and discussions with pupils and teachers.

18. Pupils make satisfactory progress and achieve standards broadly in line with what would be expected of pupils the same age. This matches the findings of the last inspection. They use a satisfactory range of materials and techniques to express their ideas. Work is linked well to other areas of the curriculum. In Year 5, for example, the pupils had made three-dimensional Victorian houses and added detail with pastels and pens. They also developed their understanding of perspective through drawings of Victorian streets. By the end of the key stage, the pupils show appropriate observational skills in their still life drawings. They have some knowledge of the works of a limited range of artists and some good work in the style of Monet was seen in the past work available. In the one lesson seen, Year 4 pupils were given a very good introduction to the work of Leonardo da Vinci. However, generally, there are not enough opportunities to study the works of other artists.
19. The quality of the pupils' response in the lesson seen was good. They listened attentively to their teacher and were interested to see how light fell on an object. They were very keen to try out the technique that they had been shown.
20. The quality of teaching is satisfactory overall. However, the policy and scheme of work do not support teachers sufficiently in their planning and practice. They do not contain the detail necessary to be helpful to teachers in planning for the systematic development of skills and knowledge. For example, although the policy states that the pupils should be introduced to the work of other artists, this is not carried through into the scheme of work. There are no suggestions of which artists should be studied or what the focus should be. As a result, progress, although satisfactory overall, is not assured.

### **Design and technology**

1. Only one lesson was seen during the inspection. Judgements are based on evidence gained from photographs, examining pupils' work and displays around the school. The pupils achieve standards in line with those expected of pupils the same age. They enter the school with a low skills base and limited experience of designing and making. Due to pressure of national initiatives and priorities, the range of design and technology activities has been narrowed. However, the school has adopted a national scheme of work, and has carefully and successfully adapted it to meet the pupils' needs and interests. Care has been taken to ensure that the pupils develop their knowledge, skills and understanding within each topic and that they make good progress.
2. The pupils generate ideas increasingly, by product analysis and considering the needs of users and artefacts. For example, the Year 4 pupils evaluate features of a collection of money containers to see what makes a successful one before designing and making their own. They model their designs in paper and sew the parts together carefully and accurately. The designs are finished attractively, using a variety of decorative techniques including gluing and sewing.
3. The pupils make good progress in using a satisfactory range of materials, marking, cutting and joining with increasing accuracy, using increasingly complex techniques, such as pulleys and fan belts to make a moving fairground model. The older pupils begin to balance the needs of the user with commercial considerations, as when they make well finished and attractive cheese packaging. They use their numeracy skills satisfactorily to mark and measure materials, but do not draw the scale designs or include dimensions in their designs.
4. The pupils build well on their skills as they move through the school. They respond well to the high expectations of their teachers and the interesting contexts for their work. Year 6 pupils demonstrate good knowledge of the design process. They investigate commercial products and use what they have found out as a basis for their own designs. For example, in designing slippers, they

made a pattern and designed them, considering desirable qualities for useful slippers, such as washability. They listed the materials and tools they would need. They evaluated the finished products in the light of the initial design brief. Although they make good progress overall, the evaluating element of their work is not as well developed as those of designing and making.

5. The pupils enjoy their work and take pride in what they do. They work carefully and thoughtfully and try their best to produce good work. Year 4 pupils, for example, worked hard to sew the parts of their money containers together accurately, and used a good variety of finishing techniques to make them attractive. They are always keen to learn new techniques. The after-school Young Engineers' Club enhances provision and gives the pupils attending, the opportunity to extend their skills and knowledge in a more imaginative way.
6. The teachers' high quality lesson plans indicate the high expectations that they have of their pupils. The pupils rise to meet these expectations and this leads to their making good progress. Standards in teaching and attainment have been maintained since the last inspection. The enthusiasm and expertise of the co-ordinator have contributed much to this and she has helped the school to maintain a high profile in design and technology, both locally and nationally.

## **Geography**

1. The previous report stated that few lessons were observed but standards were judged to be in line with age and ability. Planning was a strength but work was not always matched to the pupils' needs. The school has now addressed this issue. Tasks are differentiated and support is used well. The individual lesson planning remains a strength, but long-term planning for continuity and progression is not assured, following the very recent introduction of a national scheme of work.
2. Only two lessons were observed during the period of the inspection. Judgements are based additionally on an examination of pupils' work, displays in the classrooms and around school, discussions with pupils and scrutiny of teachers' planning. Pupils achieve standards in line with what is expected of pupils of the same age. Pupils in Year 6 understand the importance of location in studying places. They can interpret maps accurately and appreciate the use of scale. Through their studies of different countries, they have a good knowledge of different climates and how the climate affects people's lives. They understand the difference between natural and man-made features and make good observations on the environment. They understand factors that affect the environment both positively and negatively, and the effects of population and pollution. The pupils use their literacy and numeracy skills effectively to develop their geographical understanding. For example, they construct graphs and charts well to record temperature, rainfall and populations. There are not enough opportunities provided for them to practise their information technology skills.
3. Throughout the school, pupils make satisfactory progress overall. In one lesson, pupils in a Year 3 class made satisfactory gains in developing their understanding of the differences between urban and rural environments. In a Year 4 class, pupils made good progress in interpreting the evidence of aerial photographs to draw conclusions. In both lessons, pupils used appropriate geographical language. Pupils' learning is enhanced by visits to places of geographical interest, such as West Park, and the subsequent work that is based on these visits in follow-up lessons.
4. Pupils have very positive attitudes to learning. In lessons, they are eager to learn, they listen to their teachers well, and are very keen to contribute ideas. They are also willing to listen to the ideas of others. Behaviour is good, and they work well together. They treat materials and books with care and consideration. In discussion, pupils are keen to talk about their work, both in books and on display and to explain the work that is displayed around the school. The good display adds dignity to the work of the pupils, and is a source of justifiable pride amongst them.

5. The lessons observed were planned and prepared well. The teachers provide interesting lessons with appropriate pace and variety, and give very clear explanations. They mark the pupils' work regularly and the quality of the marking helps the pupils to improve.
6. The time allocated to the teaching of geography has been reduced recently and the school has adopted a national published scheme. The scheme is very successful in ensuring breadth and balance in the subject. However, the school is aware that further work is required to adapt it to the school's needs, and to ensure continuity and progression in developing skills, knowledge and understanding through the study of the identified topics. Procedures for assessing and recording pupils' attainment are not yet in place. The school has detailed plans, identified in the school development plan, to ensure the successful implementation of the scheme. Resources are satisfactory and are readily available to teachers.

#### 141. **History**

1. Pupils make satisfactory progress in the development of their historical skills, knowledge and understanding as they move through the school. The standard of work they achieve is in line with what is expected of pupils of the same age. A strength of the teaching is the good use made of artefacts, particularly those from Victorian times. These stimulate pupils' interest and enthusiasm, as well as promoting their knowledge and understanding. This was seen when an interesting story about Victorian times was illustrated in assembly.
2. The pupils develop a wider understanding of British history through their studies of the Tudor and Victorian periods. Through their consideration of change over time, they are developing a sound sense of chronology. In Year 4, pupils demonstrated the range and depth of their historical knowledge as they talked about Henry VIII and his marriages. Pupils in Year 5 can identify, compare and contrast Victorian times with the present. They understand the circumstances in which the poor lived and the differences between schools then and now. They use their knowledge well to give good reasons why they would prefer to live now rather than in Victorian times. They have satisfactory factual knowledge, such as the length of Queen Victoria's reign. In their topic on ancient Greece, Year 6 pupils are developing satisfactory enquiry skills to find out about Greek gods. They know the names of the gods and can describe their appearance and characteristics satisfactorily.
3. The response of pupils is satisfactory overall and sometimes good. They respond more positively and make better progress when lessons are planned effectively to involve them in interesting activities where their opinions are sought and their ideas developed. Although pupils have some opportunities to develop their research skills, this aspect of the curriculum is under-developed. They are interested in their work and are enthusiastic to carry out their own research tasks. They work well together and discuss their ideas sensibly when given the opportunity to do so. Their enjoyment of the subject contributes well to their learning. Pupils in Year 6, show by their answers in discussion, that they remember what they have learnt in previous years about the Tudors and the Victorians.
4. The quality of teaching is satisfactory overall. Teachers' subject knowledge is generally sound. In some areas where it is less secure, lessons lack pace and imagination and the pupils are not as interested as when they are actively engaged. In the better lessons the purpose of the lesson is shared effectively with the pupils so that they have a good understanding of what is expected. A strength of the teaching in history is the good questioning used by teachers to review and assess learning. Work in pupils' topic folders indicates that most teachers take care to cover the work thoroughly. Work is linked effectively to other areas of the curriculum as, for example, when pupils in Year 5 make models of houses in Victorian times.

## Music

1. Pupils make satisfactory progress and achieve standards in line with what is expected of pupils of the same age. This is in line with the findings of the last inspection. The performing element of the curriculum is appropriately balanced with separate lessons for singing. Many pupils benefit from peripatetic instrumental teaching. The expertise they gain in playing and reading music in these lessons, contributes effectively to the overall progress made in class lessons. Although the pupils make satisfactory progress in singing and performing, they make unsatisfactory progress in listening and appraising. Too few opportunities are provided for them to listen to and appreciate music. For example, music is played as they enter the hall for assembly, but it is switched off as soon as all the pupils are present. In lessons, pupils are generally provided with too few opportunities to analyse and evaluate music.
2. By the end of the key stage, the pupils' rhythmic skills are good, and they perform their own instrumental compositions confidently. They are developing appropriate graphic notation skills. They sing tunefully with good diction and phrasing. They sing well in two-part harmony.
3. The quality of the pupils' response is good overall, although occasionally, a small minority have difficulty in concentrating. They are enthusiastic in their approach to singing and playing. They usually work well in groups, discussing their ideas sensibly.
4. The quality of teaching is never less than satisfactory. One third of the lessons seen were good. Teachers have generally good subject knowledge and high expectations of what pupils can achieve. They have the confidence to allow the pupils to experiment with a wide range of instruments. Their very effective control strategies ensure that lessons, although necessarily noisy, are purposeful. This contributes to the pupils' enthusiasm and leads to satisfactory progress.
5. Music makes a good contribution to pupils' personal and social development. For example, the violin group and the choir take part in events in the community, such as performing in concerts for charity. The instrumentalists also provide pleasant accompaniment to the singing in assemblies.

## Physical education

1. Pupils make satisfactory progress and achieve standards in line with what is expected of pupils of the same age. This is similar to the findings of the previous inspection.
2. Pupils in Year 6 perform sequences of movements, and they are able to practise and refine their movements. They steadily achieve greater confidence and control across a good range of skills, and are increasingly able to evaluate and improve their performance. They make simple judgements about their own performance, and that of their class-mates. They have good regard for safety when working alone or in a group. They are able to meet challenges to improve and are aware of what happens to their bodies as a result of exercise.
3. The pupils in Year 3 can control a large ball with their feet, starting and stopping the ball and passing it to others. They can control a hockey stick, but have little control of the pace and direction of the ball. They are developing good throwing and catching skills. In Year 4, pupils are making good progress in swimming and all pupils are competent swimmers at the end of Key Stage 2.
4. Most pupils have very positive attitudes to learning. They approach activities with enthusiasm and strive to achieve a good level of performance. They listen attentively to their teachers, work co-operatively in groups, and behave well. They are very aware of the need for safety and respond well to instructions. They treat the equipment and apparatus with care and consideration. A small minority of pupils are not able to maintain their concentration during activities but this does not interfere with the work of others in the class.

5. The quality of teaching is satisfactory overall. The lessons are well planned and prepared. Teachers usually provide very clear instructions, and their management of the pupils is good. They give good demonstrations when teaching skills. Some teachers are good at analysing what pupils are doing and showing them how to improve their performance. In swimming lessons there is appropriate emphasis on safety. Sometimes, teachers do not make the best use of time. In one lesson seen, the pupils were not sufficiently involved and spent too long waiting to take part in activities. This meant that they did not all make the progress of which they were capable. In games lessons, a small minority of pupils do not make enough progress because they are allowed to drift off task.
  
6. The work in lessons is complemented effectively by well-attended football, netball, and cross-country clubs, and a range of sporting contacts with other schools. Participation in the clubs is by both boys and girls. The school has a suitably equipped hall, a very good hard surfaced playground and an excellent field which all contribute positively to the standards achieved.

156. **SUMMARY OF INSPECTION EVIDENCE**

7. Six inspectors, including a lay inspector, completed a total of twenty inspector days in school over a period of 4 days. The inspectors spent a total of seventy five hours observing classes at work, talking with pupils and scrutinising the work of a sample range of pupils across the school.

While in the school, the inspectors:

- formally inspected 72 lessons or parts of lessons
- heard 36 pupils read formally, and many others informally
- talked to pupils, particularly those in Year 6, about aspects of their work and their views of the school
- examined a range of work from a representative sample of pupils from each age group, including those in the language resource base, together with their records
- analysed a wide range of school documentation, including teachers' planning
- examined attendance registers and the school's discipline records
- held interviews with the headteacher, deputy headteacher, some governors, subject co-ordinators, members of staff, local authority support staff, and discussions with a wide variety of people involved with the school informally, including parents

158. Nineteen parents attended the meeting that was held prior to the inspection. The issues raised at the meeting and in the questionnaires were addressed fully during the inspection.

158.

158. **DATA AND INDICATORS**

158. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
158. <b>Y3</b>	271	19	99	31

– **Y6**

158.

158. **Teachers and classes**

158. **Qualified teachers (Y3 – Y6)**

Total number of qualified teachers (full-time equivalent): 16.5

Number of pupils per qualified teacher: 16

158.	<b>Education support staff (Y3 – Y6)</b>	
	Total number of education support staff:	9
	Total aggregate hours worked each week:	154
	 Average class size:	 23

158. **Financial data**

Financial year:	1998/99
	£
Total Income	599,652
Total Expenditure	584,167
Expenditure per pupil	2,086
Balance brought forward from previous year	46,115
Balance carried forward to next year	61,600



158. **PARENTAL SURVEY**

Number of questionnaires sent out: 233  
 Number of questionnaires returned: 62

**Responses (percentage of answers in each category)**

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	3	4	1	6	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	4	2	0	0	5
The school handles complaints from parents well	1	8	1	2	6
The school gives me a clear understanding of what is taught	3	2	5	5	3
The school keeps me well informed about my child(ren)'s progress	3	5	3	5	3
The school enables my child(ren) to achieve a good standard of work	3	7	5	2	0
The school encourages children to get involved in more than just their daily lessons	2	6	1	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	2	1	1	8	2
The school's values and attitudes have a positive effect on my child(ren)	3	1	1	3	2
The school achieves high standards of good behaviour	2	7	6	5	2
My child(ren) like(s) school	4	4	2	2	3

158. **Other issues raised by parents**

There were 11 written responses. Most of these were supportive of the school. Some parents are concerned about the loss of the afternoon playtime for Key Stage 2.