

INSPECTION REPORT

DUNSTALL HILL PRIMARY SCHOOL

Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104355

Headteacher: Mrs L Murphy, Caretaking Headteacher
Mrs V Shaw, Acting Headteacher

Reporting inspector: Ms B Matusiak-Varley
19938

Dates of inspection: 26th – 28th February 2001

Inspection number: 190702

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Dunstall Avenue
Wolverhampton
West Midlands

Postcode: WV6 0NH

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Appropriate authority: The governing body

Name of chair of governors: Mr P Holmes

Date of previous inspection: 08 03 1999

INFORMATION ABOUT THE INSPECTION TEAM

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19938	B Matusiak-Varley	Registered inspector	English as an additional language Religious education	How high are standards? How well are pupils taught? How good are the curricular and other opportunities offered to pupils?
9769	M Morrissey OBE	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22157	M Roussel	Team inspector	Foundation Stage English Music	
22059	N Wales	Team member	Special educational needs Science Geography History Physical education	
16971	R Hardaker	Team inspector	Equal opportunities Mathematics Information and communication technology Art and design Design and technology	How well the school is led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dunstall Hill Primary School is an average sized school with 195 pupils on roll and caters for pupils aged 3-11. The school has a 20 place full time equivalent nursery and children from the age of three attend on a part time basis. The school faces many challenges due to the socio-economic area that it serves. The school serves St Peter's Ward, which is an area of high unemployment, many pupils come from single parent families. The percentage of pupils eligible for free school meals (45.8 per cent) is well above the national average. Fifty-one per cent of pupils have English as an additional language, which is very high in relation to national averages. There are 23.4 per cent of pupils on the special educational needs register, this is broadly average. There is one statemented pupil. During the week of inspection, 12 pupils were new arrivals and did not speak English. Pupils' attainment on entry is well below average and there is a high level of pupil mobility. Sixty-five per cent of pupils come from a variety of ethnic minority backgrounds, 35.8 per cent of pupils are Pakistani, 23.2 per cent of pupils are Indian and 6 per cent of pupils are of black Caribbean heritage. Home languages are mainly Urdu and Punjabi. These pupils are supported by 1.4 full-time equivalent teachers and one full time nursery nurse funded by the Ethnic Minority Achievement Grant.

HOW GOOD THE SCHOOL IS

This is an improving school. Pupils' achievements are good and they are keen to improve because their efforts are recognised by the staff. The school was taken out of the category of special measures in March 1999. Since then the school has made good improvement in spite of the various problems it has faced in relation to staff changes. The previous headteacher, who has been instrumental in leading the school out of special measures, returned from her newly appointed job to caretake the school during the inspection, due to the absence of the acting headteacher who was unable to be at the school due to a personal bereavement.

The quality of teaching is good and the majority of pupils make good gains in learning in relation to their previous attainment. Standards are below those expected nationally in the core subjects of English, mathematics, science, information and communication technology and religious education, but pupils' achievements are good. The leadership and management of the school are good and in spite of the many staff changes, there is a firm commitment to raising standards through the evaluation of the school's strengths and weaknesses.

The staff and governors work well together to create a very positive and supportive environment in which pupils feel valued and secure. Pupils have good attitudes to learning, behaviour is good, but on occasions pupils who have severe behavioural difficulties show unsatisfactory behaviour, this is, however, effectively checked by the school. The governors fulfil their duties well. The curriculum for Key Stage 1 and Key Stage 2 is satisfactory. It is generally broad and balanced and the curriculum for the Foundation Stage of learning is good. Throughout the report reference will be made to the most recent report of 1999 which was led by Her Majesty's Inspectors. The school is inclusive of all groups of pupils in all of its practices. The school provides satisfactory value for money.

What the school does well

- The quality of teaching is good and generally all groups of pupils make good gains in their learning and achieve well in relation to their prior attainment.
- Pupils have good attitudes to learning because they are well supported by a hard working staff.
- The classroom assistants provide high quality support for pupils' learning and provision for pupils with special educational needs and English as an additional language is good. As a result, pupils make good gains in learning.
- The provision for the Foundation Stage of learning is good and pupils have good opportunities to learn through their senses.
- Overall provision for pupils' personal, spiritual, moral, social and cultural development is good.
- The school cares well for all of its pupils. Assessment procedures are good; they are well used in planning and contribute to the good gains pupils make in their learning.

What could be improved

- Standards in the core subjects of English, mathematics, science, information and communication technology and religious education are below national averages at the end of both key stages and need to be improved further.
- There are minor weaknesses in teaching; teachers' marking is not rigorous enough; a limited range of teaching strategies are used and pupils' mistakes are not effectively used as teaching points.
- Insufficient opportunities are provided for pupils to become independent learners, and on occasions higher attaining pupils would benefit from further challenge, and sometimes pupils' behaviour is not as good as it could be.
- Attendance is unsatisfactory because the rate of unauthorised absence is high.
- Provision for extracurricular activities could be better.
- Resources in all subjects are barely satisfactory. There are insufficient computers throughout the school and this has a negative effect on the standards that pupils attain. Accommodation is unsatisfactory in Years 4 and 5.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The HMI inspection of 1999 identified four key issues for improvement:

- to raise attainment, especially in science;
- to develop information and communication technology and work independently and to take responsibilities throughout the school;
- to monitor and evaluate standards, analyse data on assessment and subsequent progress made by pupils;
- to improve the effectiveness of the governing body in monitoring the work of the school.

The school is continuing to make good improvement. There is a strong commitment to raising standards and pupils make sound gains in learning about experimental and investigative science. Scientific skills are now being appropriately taught because a good scheme of work has been introduced. Information and communication technology is being developed appropriately, but there is a shortage of computers and this contributes to the low standards that pupils attain. Opportunities for developing independent learning could be further improved, but pupils do take on responsibilities throughout the school, such as being dinner monitors and taking registers. The school monitors data on assessment well and the governing body is involved in monitoring the effectiveness of the work of the school. Pupils' rates of progress have improved, but attainment is still below that expected nationally in English, mathematics, science, information and communication technology and religious education at the end of both key stages. The quality of teaching has improved and there is now a higher percentage of good or better teaching with only one unsatisfactory lesson of teaching seen as opposed to three in the previous inspection. Provision for pupils with special educational needs and English as an additional language has improved and is now good. Attendance has improved, but the rate of unauthorised absence is high. There is good potential for the school to hold onto its strengths and to improve in the areas where necessary because of the good support of the local education authority adviser and the commitment of the headteacher and governors in raising standards.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E	E	C
mathematics	C	E*	E	C
science	E	E*	E	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The table shows that in 2000 in the national tests by the age of 11, standards were well below national averages in comparison with all schools and in comparison with similar schools, standards were in line. This is

an improvement on the 1999 results in mathematics and science where standards were in the lowest five per cent nationally.

Out of the present Year 6 only 60 per cent of pupils would have attended the school from the reception class through to Year 6. Therefore 40 per cent of Year 6 have not had the benefit of the good quality teaching seen in Key Stage 1. There has been a high turnover of staff in Key Stage 2 and this present cohort of Year 6 pupils experienced many disruptions to their learning. Furthermore, the present Year 6 has a high percentage of pupils with special educational needs and English as an additional language and this is a further contributory factor to the low attainment. Inspection findings show that standards are rising from being well below to being below national averages in English, mathematics and science. In information and communication technology and religious education standards are below those expected nationally, but overall pupils achieve well in relation to their prior attainment. Attainment on entry is well below that expected of children in the reception year and pupils make good gains in learning in all of the areas of learning, but do not attain the early learning goals in communication language and literacy, mathematics development, knowledge and understanding of the world, physical development, personal and social development and creative development because of their very low starting points.

By the end of Key Stage 1, standards in speaking and listening and writing are below the national average and standards in reading are in line with the national average. In mathematics, science, information and communication technology and religious education, standards are below those expected of pupils of this age, but pupils achieve well in relation to their prior attainment. Standards in history and geography are below national expectations in both key stages, but in music, art and design, design and technology and physical education standards are broadly in line. Higher attaining pupils make sound gains in learning in both key stages, but on occasions they are under-challenged, pupils with special educational needs and English as an additional language make good gains due to the very effective intervention of support staff.

Standards in the core subjects of English, mathematics and science have remained similar to the findings of the HMI inspection which judged them to be below national average. The school has set realistic and challenging targets for 2001 in English and mathematics and in 2000 it exceeded its targets. Overall, the pupils achieve well because their learning is interesting and stimulating.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school, they like their work and put in good effort.
Behaviour, in and out of classrooms	Good. Pupils are polite, tolerant and are starting to take responsibility for their behaviour. On the very few occasions where teaching is less than satisfactory behaviour deteriorates.
Personal development and relationships	Good. Pupils accept responsibility when it is given to them. Relationships are good and have a major impact on learning because pupils feel safe with their teachers.
Attendance	Unsatisfactory. The rate of attendance is improving but is still below the national average because of the extended holidays pupils take in term time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Pupils have good learning opportunities because the quality of teaching is good. During the week of inspection 2 per cent of teaching was excellent, 25 per cent was very good, 52 per cent was good, 19 per cent was satisfactory and 2 per cent was unsatisfactory. The good quality of teaching contributes to the good gains pupils make in their learning. They build skills and knowledge at an accelerated rate because of this. However, the quality of marking could be improved further. Teachers have good subject knowledge and teach basic skills of English and mathematics well. All staff know their pupils well and respond quickly to ensure learning is purposeful and successful. Support staff make a valid contribution to pupils' learning. The good teaching in the Foundation Stage provides young children with a good start to their education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Good in the Foundation Stage of learning. Broad and balanced, but provision for extracurricular activities could be improved.
Provision for pupils with special educational needs	Good. Pupils make good progress in learning because individual education programmes are appropriately used in planning.
Provision for pupils with English as an additional language	Good. The contribution of the staff funded by the Ethnic Minority and Achievement Grant is good and this has a positive effect on learning. Pupils who arrive with no English are well catered for.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school does a thorough job in developing pupils' abilities to access the curriculum and achieve their full potential. Overall provision for spiritual, moral, social and cultural development is good. However, the opportunities for pupils to become independent learners could be improved.
How well the school cares for its pupils	Good. The school is vigilant in the steps taken to care for pupils and to ensure their welfare. Procedures to access, check and track individual achievement work well. The school sets appropriate targets to raise pupils' attainment.

Partnership with parents is good. The governors, especially the caretaker who has regular access to parents do all they can to involve parents in the life of the school. The majority of parents support their children's learning well. The school is actively involved in seeking ways to further encourage parents to become true partners in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and acting headteacher are the key to the successes of this school and provide very good education direction. Other staff carry out their duties well and there is a strong sense of shared commitment.
How well the governors fulfil their responsibilities	Good. Governors have a firm grasp of the strengths and weaknesses of the school and they carry out their duties well.
The school's evaluation of its performance	Good. Managers know individual achievements well. The special educational needs co-ordinator provides an effective lead for staff in early identification of pupils with special educational needs. However, pupils could be drawn into the process of judging their own progress more than they are.
The strategic use of resources	Good. Money and other resources are put to good use to provide a good education for the pupils. However, there is a shortage of computers. Staffing levels are good. Accommodation is good with the exception of Year 4 and Year 5 where accommodation is cramped in class, but is very well cared for. The school gives satisfactory value for money and it fulfils the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like coming to school The quality of teaching is good Staff are approachable and make parents feel welcome in the school 	<ul style="list-style-type: none"> Behaviour is not always good Homework is not given out consistently in all year groups Extracurricular could be improved

Inspectors agree with all of the parents' positive and negative views. There are incidents of disruptive behaviour, but overall, the school is doing everything it can to ensure that pupils are aware of their actions on others. The school is in the process of addressing homework and extracurricular provision.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Foundation Stage in reception with very low levels of attainment in spite of the good teaching seen in the nursery. By the end of the Foundation Stage children do not attain the Early Learning Goals (ELG) in all areas of learning, in spite of the good teaching seen. Children make good gains in learning in the Foundation Stage, but they have experienced very few stimulating learning experiences before they enter the nursery, and they take a long time making up on what they have missed prior to coming to nursery. The national tests of 2000 show that by the end of Key Stage 1 standards in reading are in line with national averages, in writing they are well below national averages and in mathematics standards are below national averages. In comparison to similar schools standards are well above averages for similar schools in reading, in writing standards are in line with those averages and in mathematics standards are above the average for similar schools. Teacher assessments in science indicate that standards in science are well below those expected nationally.
2. By the end of Key Stage 2 standards in English, mathematics, science, in comparison with all schools, are well below national averages and in comparison with similar schools standards are in line with averages in English, mathematics and science. Standards have improved slightly in mathematics and science when in 1999 they were in the lowest five per cent nationally.
3. In Key Stage 1 over three years standards have been below national averages in reading and writing and in mathematics standards improved in 1998 and 1999 to being in line but fell to being below in 2000 with no marked variation between boys and girls. In Key Stage 2 a similar picture emerges with standards being below the national average in English, mathematics, science with no significant difference in achievement by gender.
4. Inspection findings show that in comparison with national averages, by the end of both key stages, standards are not high enough in English, mathematics, science, but pupils make good gains in their learning due to their very low starting points, and standards are slowly improving because of the good quality of teaching.
5. In both key stages, pupils with special educational needs and those with English as an additional language achieve well in relation to their prior attainment. This is because they receive good teaching and are well supported by the support staff who ensure that they have tasks matched to their needs and that their access to the curriculum is facilitated by good quality interventions and explanations. Pupils who are higher attainers, whilst few in number, make inconsistent progress, because occasionally teachers' expectations of what these pupils achieve are not high enough. Overall their rates of progress are satisfactory but they could be better.
6. Standards in information and communication technology at the end of both key stages are below expectations, largely due to the fact that resources are limited because there are too few computers in school. The school has made an effective start in introducing a scheme of work but as yet it is too early to judge the effectiveness of its implementation, and all teachers are effectively implementing the scheme to match the level of their pupils' attainment. This results in satisfactory achievement overall.
7. Standards in religious education are below expectations defined by the locally agreed syllabus, but pupils achieve well in relation to their prior attainment and demonstrate their knowledge of the rites of other religions well when questioned, but their written work is very limited. In both key stages pupils have a sound understanding of different faiths, customs and traditions, but many pupils experience difficulties in explaining concepts relating to worship, faith, prayer, symbolism and the meaning of faith in peoples' lives.
8. Standards in history, geography and design and technology are below national expectations at the end of both key stages. This is largely due to the fact that there is limited recording of pupils' work in all foundation subjects and in design and technology evaluations of how to improve the quality of work are rare. The academic profile of pupils in Year 2 and Year 6 is largely skewed towards being below average due to the high percentage of pupils with special educational needs and English as an additional

language, who have difficulty in expressing themselves fluently. However, pupils' achievements are satisfactory and standards are rising due to the good quality of teaching and satisfactory curriculum coverage of both subject specific skills and knowledge.

9. In music, art and design and physical education standards are broadly in line with national expectations at the end of both key stages and all groups of pupils achieve well in relation to their prior attainment. This is because the support staff work closely with teachers and enjoy good relationships with the pupils of all ages. Support staff are well briefed about how they can support the pupils' learning and they form a valuable part of the team. They are clear about what will be learned and use questions very effectively to check pupils' understanding. In a literacy lesson, for example, the support staff and English as an additional language staff worked with a group of pupils on reading and deepened their understanding through good questioning about the writer's use of language to describe how the characters felt and reacted. Often detailed notes are made to feed back to the teachers about the progress of individuals and groups and this information is used when the teachers plan the next work.
10. By the end of both key stages, standards in speaking are below those expected nationally. Pupils have a limited vocabulary and often do not use the correct sequence of tenses. Their vocabulary lacks the use of adjectives but teachers are doing all that they can to ensure that appropriate learning opportunities are provided to enhance pupils' vocabulary and sentence structure. In reading, by the end of both key stages, pupils achieve standards, which are broadly in line and make good gains in their learning because the basic skills of reading are well taught. The structured teaching of guided and shared reading is having a positive effect on the standards that pupils attain. However, pupils experience difficulty in giving answers to how sequences of events develop and the choice of words authors use to denote the development of characters.
11. Standards in writing are below national averages in both key stages. Pupils have difficulty in constructing opening paragraphs that grip the reader's attention and pupils' use of adjectives is not adventurous. Whilst good gains are being made in developing pupils' handwriting, the use of extended sentences, paragraphs and punctuation is unsatisfactory, but inspection findings show that standards are improving due to the effective implementation of the literacy hour, the additional literacy support and, in Key Stage 1, the good implementation of the pilot project of intensive literacy support. The teaching of basic skills is having a positive effect on raising standards. Pupils who are higher attainers achieve standards which are broadly in line with national averages at the end of both key stages.
12. In mathematics, at the end of both key stages, standards are below national averages but pupils achieve well in relation to their prior attainment because of the improved teaching and the effective implementation of the numeracy hour. The high proportion of pupils with special educational needs and early stages of English as an additional language are contributory factors to standards being low. Pupils in both key stages are becoming familiar with the use of number but as yet the use of applying skills of numeracy in other subjects is underdeveloped and is unsatisfactory overall.
13. Pupils who are higher attainers attain standards which are average at the end of both key stages and their rates of progress are satisfactory but inconsistent because they are not always pushed to their full potential. On occasions when they are set challenging tasks they make good gains in learning but this is not always the norm.
14. In science, standards are below national averages by the end of both key stages, but overall pupils' achievements are good. This is because the school has worked very hard at ensuring that pupils receive a broad and balanced curriculum and that appropriate emphasis is placed upon the development of experimental and investigative science. The co-ordinator has produced a very detailed scheme of work, which helps teachers with their planning. All groups of pupils are making sound progress in carrying out investigations and by the time that they are 11, they have sound knowledge of carrying out a fair test. However, the use of worksheets has an inhibiting effect on the ability of pupils to develop their writing skills.
15. Pupils' attainment on entry is very low. Pupils have limited experiences of playing with toys, talking with adults and they have underdeveloped skills of independence. Whilst they make good gains in learning due to both good teaching and good learning opportunities provided by a curriculum which is well matched to their needs, they do not attain the early learning goals in communication, language and

literacy, mathematical development, physical development, personal, social and emotional development, knowledge and understanding of the world and creative development.

16. There are several contributory factors to below average attainment to take into consideration when judging standards.
- Pupils' attainment on entry is well below that expected of pupils of this age due to the socio-economic circumstances of the area.
 - There is a higher percentage of pupils with English as an additional language and many pupils have special educational needs and their low levels of attainment bring the overall academic profile of Year 2 and Year 6 pupils to being below the national average.
 - 12 pupils were new arrivals to the country and had virtually no English at all during the week of inspection.
 - Pupil mobility is high and out of the present Year 6 only 60 per cent of pupils had started their education in the reception class.
 - The present Year 6 has had a high turnover of teachers and there has been a lack of continuity and progression in their learning.
 - Whilst the school has put into place schemes of work, opportunities for literacy and numeracy and information and communication technology in all subjects have not been fully identified and this limits the rates of progress.
 - There is over-emphasis on worksheets in some classes and these limit the development of writing skills.
 - Resources are limited in the majority of subjects and this is a contributory factor to standards being below national expectations.
 - On occasions higher attaining pupils are not sufficiently challenged.
 - There is insufficient emphasis placed on pupils to record their work, especially in religious education and the foundation subjects, and this sometimes limits the rates of progress in writing.
 - The school is in the very early stages of promoting independent learning and as yet pupils are not given sufficient opportunities to develop their skills.
17. Pupils with a special educational need and those with English as an additional language often make good progress because they are generally well supported by the support staff. Those with a statement of special need benefit from the help they receive from support staff both in class and in withdrawal groups. Often the staff are able to work with other pupils with a special need and on those occasions these pupils benefit. Classroom assistants, who provide additional literacy support in Key Stage 2 and literacy intervention in Key Stage 1, have a positive effect on the standards attained by those groups of pupils. All pupils participate in a full range of activities in which they are appropriately monitored and guided. In classes the good quality of teaching, together with the well managed support of classroom assistants, often enables the pupils to progress well. There are a few occasions when the time of support staff could be better managed and teachers should be aware of this when they are planning lessons. Teachers often plan for the individual or group needs of pupils in specific lessons and this has a beneficial effect on their learning. There are a few occasions when the behaviour of a minority of pupils causes problems in the class. On these occasions some teachers are not sufficiently assertive and do not fully ensure that pupils are aware of the standards of behaviour that are expected. Though standards of attainment expected nationally are below for these groups of pupils they often make good progress when their attainment on entry to the school is taken into account. Pupils who are new arrivals make good gains in their learning, because they are appropriately supported by both the EMAG (Ethnic minority achievement grant) staff and class teachers. In comparison with the previous report, standards remain below national average in all core subjects with the exception of reading, which are broadly in line at the end of Key Stage 1. By the end of Key Stage 2, standards in speaking are lower than those identified in the previous report, this is because there is now a higher percentage of pupils in Year 6 who are on the earlier stages of the register for pupils with English as an additional language.

Pupils' attitudes, values and personal development

18. Pupils have good attitudes to work and to the whole life of school; this is particularly evident with key stage one pupils and mostly so for key stage two pupils although a minority of boys have some problems with maintaining concentration during whole class teaching periods. Many nursery children had very little knowledge of English when they arrived in school but now, with the very good support and care, are positive in their work and are developing positive attitudes to learning. Reception children have quickly established effective relationships with adults and with other children; they are keen to be in school and

there is a positive learning atmosphere that encourages them to contribute well in lessons and to school routine. Reception children worked sensibly with innovative resources to practise letter formation using shaving foam; they were greatly enthused by the foam but acted very sensibly and attained well. Pupils enjoy the responsibility of self-registration prior to class registration. They contribute well in lessons; an example of this was seen in music in Year 5. Pupils quickly learnt to identify the correct vocabulary when discussing percussion instruments and worked sensibly when using the instruments to perform for the class.

19. Pupils' personal development is good overall. All pupils play a part in the daily running of the school. From nursery onwards pupils are register monitors and have a good range of classroom responsibilities. All have targets set for both behaviour and for learning. They are able to discuss these targets and feel they have real ownership of their own learning and behaviour. The range of visits and visitors within the curriculum is good; pupils benefit from the opportunity to learn from outside the school environment and to respect others' religions and cultures. After school activities are satisfactory and those taking place are well attended. Parents at the pre-inspection meeting were happy with the attitudes and values the school promotes.
20. Behaviour was generally good throughout the inspection; however, it was unsatisfactory in a small number of lessons in Key Stage 2 where some pupils, mainly boys, were not prepared to listen to the teacher and were not always controlled until group work began when they became interested and better motivated. Overall in the playground, in the dining hall and around the school behaviour is good and often very good. Pupils know and understand the school rules, classroom rules and playground rules and are proud to have their names entered into the book for good behaviour that is read to everyone in an assembly.
21. No issues of bullying or oppressive behaviour were observed and pupils are sure they will be well supported if they need help. The school counsellor provided by the National Society for the Prevention of Cruelty to Children is building an effective relationship with the children who are confident to speak with her on any issues including those of minor bullying.
22. Through circle time in personal social and health education, the school is helping pupils to understand the impact of their actions on others. Assemblies are also used to allow pupils to reflect on issues related to personal development. In lessons teachers often refer to the work done in pupils' welfare, safety and personal development and ask pupils to consider how they can apply what they have discussed as a whole class to the current situation.
23. Relationships are good across the school. Many, but not all, pupils have difficult personal circumstances and arrive at the school needing special care and attention. The relationships which develop between staff and pupils and pupils and pupils provide a stable and caring environment in which they are valued and cherished whilst still retaining their own personal identity and are encouraged to become responsible for themselves.
24. Attendance is unsatisfactory. Attendance levels in the last school year were well below the national average. Much of the absence is due to pupil illness but a large percentage is for pupils taking extended holidays during term time. Both the head teacher and the governors are working hard to inform parents of the need to have pupils in school for the whole of the year and to explain the effects that the interruption in learning has on their child's education. When pupils are away the school ensures that all pupils have the opportunity to catch up on the work that they have missed on their return.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

25. The quality of teaching is good and is a contributory factor to the good gains that pupils make in learning. Since the previous inspection by Her Majesty's Inspectors, the quality of teaching has improved. There is now virtually no unsatisfactory teaching and there is evidence of more good or better teaching. Two per cent of teaching is excellent, this was seen in Year 5 in religious education, 25 per cent of teaching is very good, this was seen in literacy in Year R, Year 1, Year 5, in mathematics in Year R, Year 5, in science in Year 1, in music in Year 5 and in physical education in Year R. Satisfactory or better teaching was seen in all other classes. One unsatisfactory lesson was seen in physical education in Key Stage 2. The teaching of children who are in the Foundation Stage of learning is consistently good with examples of very good teaching seen in the reception class. A contributory factor to the good teaching is the

effective team work of support staff who intervene well in children's learning. This results in all groups of children making good gains in their language acquisition.

26. The teaching of the Foundation Stage placed appropriate emphasis on the teaching of basic skills of literacy and numeracy and every opportunity is provided to ensure that children learn through their senses. For example when learning about initial alphabet sounds, children were given opportunities to write their letters in shaving foam. This contributed well to their understanding of letter formation. Every opportunity is taken to develop children's language and this gives them a good basis on which to build their future learning.
27. The teaching of pupils with English as an additional language and special education needs is good. These pupils receive good support in withdrawal groups and, as a result, make good gains in learning. In lessons particular attention is paid to their learning needs and all teachers intervene appropriately in their pupils' learning and check their understanding. However, more emphasis needs to be placed in providing further opportunities for these pupils to become independent learners by encouraging them to choose resources suitable to the set task and ensuring that they are taught the necessary skills to participate fully in group work, especially in Key Stage 2.
28. Teachers are adept at giving all pupils opportunities to guide their understanding of learning objectives and this at once stimulates interest, motivation and effort, and boosts the rate of learning. For example, in Year 5 in religious education, the teacher enabled pupils to understand the concept of ritual by making reference to the importance of passing on traditions. Teachers have secure subject knowledge, for example in Year 6 good explanations are given of how to work out spelling rules of phonics and effective questioning is used to check pupils' understanding. This enables pupils to feel secure in their learning. Teachers plan effectively and generally have high expectations of their pupils. However, there are occasions when expectations of higher-attaining pupils could be raised even further, especially in relation to them developing skills of independent learning and deepening their understanding of work covered in all subjects. Teachers generally use a good range of teaching methods and this helps pupils stay focused. However, there is at times overemphasis on whole class teaching, especially in Year 3, Year 4, and Year 6 and further emphasis could be placed on developing teachers' skills of providing opportunities for more effective group work, investigation and developing independent learning. Teachers' planning is good. Teachers make appropriate reference to National Curriculum programmes of study and plan appropriate work to match the ability levels of the pupils.
29. Teachers manage their pupils well with the exception of one physical education lesson in Key Stage 2. In both key stages pupils have very clear guidelines as to what constitutes acceptable behaviour and all staff follow the behaviour policy well. This consistent approach ensures that all pupils know what is required of them. A strength of the teaching is the use made of support staff. Support staff are well briefed and work well with teachers. They are enthusiastic and they work very hard to ensure that all the pupils in their care are appropriately challenged. Staff funded by the Ethnic Minority and Achievement Grant fulfil their duties very well and this contributes to the good gains that pupils make in learning. However, there are occasions when the staff who work with new arrivals could use more stimulating resources. For example pupils would become more willing to contribute to discussions if texts used were more stimulating and if the principles underpinning guided reading as defined by the literacy hour were used.
30. All staff use assessments well and keep detailed records of their pupils' achievements. Support staff with responsibility for pupils with English as an additional language keep very good records of their pupils' attainments, for example transcripts of pupils' responses are kept with grammatical errors identified. This enables staff to further match work to pupils' needs and results in good gains made in speaking and listening skills. Pupils learn well and they are interested, concentrate hard and know what they need to do in order to improve because they are given effective feedback by staff. Homework is satisfactory and is linked to the work pupils cover in class. However, it is inconsistently given out and this is an area that the school has recognised needs to be addressed.
31. Pupils with special educational needs learn well because their individual education plans are of good quality and are appropriately used in teachers' planning. Staff have worked very hard at improving the quality of teaching and this is now having a positive effect on pupils' learning.

32. In classes the quality of teaching of pupils with a special educational need and those who have English as an additional language is often good. When this is allied to the effective and efficient use of support staff, pupils often make good progress, particularly those with a statement of need who receive individual help and pupils who are new arrivals. The pupils all have individual education plans that contain suitable targets. Support staff have received appropriate training, for example for additional literacy support and for literacy intervention and good records are kept of the pupils' progress. Support staff are also automatically involved in any school in-service training. Teachers and support staff plan together and the work done by pupils often matches the targets in their individual education plans. Teacher's lesson planning often indicates that work for pupils is differentiated to meet their learning needs. This has a beneficial effect on their progress. Care should be taken that there is not an overuse of worksheets, for this can limit the opportunities for both groups of pupils to develop their writing skills.

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

33. The curriculum is satisfactory. A Key Issue in the last inspection report was 'to develop further opportunities for pupils to use information technology, to work independently and to take responsibilities within the school.' This has still to be fully achieved. Throughout the school the curriculum is broadly based and includes all subjects of the National Curriculum and religious education. This provision has a positive effect on the learning of the pupils. There is still a weakness in the number of computers available for the pupils to use and in the use of them across the curriculum. The school has started to rectify this but there is still work to be done. Similarly there is a lack of evidence that pupils, especially older ones at the end of Key Stage 2, are given adequate opportunities to work independently and to take responsibility within the school. The school has correctly focused on the teaching of basic skills and there is evidence in literacy, numeracy and science that this is starting to have a beneficial effect on the attainment of the pupils. There is now a need to consider the teaching of these skills across the curriculum and to fully implement the schemes of work in foundation subjects. For example, listening skills might be taught in music and speaking skills in drama. The allocation of time could usefully be considered to ensure that pupils have a variety of learning experiences. The school fulfils its statutory requirements and there are no issues regarding equal opportunities. The curriculum provides equality of access for all pupils. In Key Stage 1, the teaching of basic skills through the piloting of the early literacy intervention strategy is having a positive effect on the progress and learning of pupils with a special educational need, below average attaining pupils and those who have English as an additional language.
34. The curriculum for the Foundation Stage of learning is good and appropriate emphasis is placed upon learning through play and formal activities. Basic skills are taught well and teachers ensure that pupils have good opportunities to learn using their senses. Children are appropriately prepared to enter Key Stage 1, because the good planning ensures that skills learnt in nursery and reception are effectively built upon in Key Stage 1. Assessments in the Foundation Stage are detailed and are used well to inform the next stage of learning.
35. There is appropriate emphasis on the teaching of literacy and numeracy. Sometimes lessons last for over an hour and this can result in some Key Stage 2 classes in pupils becoming restless and losing concentration. Teachers have worked hard to implement both national strategies and there is evidence that standards are slowly improving. This is especially the case in science. Teachers have ensured that more opportunities are given to pupils to develop extended writing skills and this is particularly apparent in Years 5 and 6. More thought should be given to the development of speaking and listening skills throughout the curriculum rather than having a regular 'story time' in Year 6. There are policies and schemes of work in all subjects and these give good support to teachers in the planning of work and ensure a progression in the teaching of knowledge and skills. Skills learned in literacy are used particularly in subjects such as history and geography, but further opportunities could be provided in other subjects. Medium-term planning is satisfactory. Teachers define lesson objectives well and planning is well matched to the National Curriculum programmes of study and levels of attainment. This development is having a positive effect on the attainment and learning of the pupils. Curriculum co-ordinators have a general overview of the planning in their subjects but do not have the opportunity to check sufficiently whether the planning is fully implemented. Staff skills are well deployed to offer a sound range of opportunities in the curriculum.
36. A personal, social and health education policy (PSHE) is being developed and some good work is already in progress. Sex and drugs education are taught as part of the PSHE programme through the

science curriculum. Hygiene, health and personal care are also taught across the curriculum. For example, in English pupils have done extended writing on 'Taking a bath', how to do it and why. Circle time, assemblies and registration are all used to develop this aspect of school life. A range of agencies are invited into school including the police, nurse and community and religious leaders.

37. The provision for pupil's spiritual, moral, social and cultural development is good overall. The school provides sound opportunities for pupils to develop their knowledge and insights into values and beliefs. They are taught to respect and care for the environment. Acts of collective worship and religious education lessons contribute significantly to pupils' spiritual development. Visits are made to local churches and pupils learn about the importance and symbolism of food in religious festivals. In art pupils are aware of the work of artists such as Cezanne and Van Gogh and learn about the inspiration of the four seasons that enabled Vivaldi to compose his works. Appropriate quiet time in acts of collective worship is provided for pupils to reflect on the splendour of God's creation.
38. The school makes good provision for pupils to distinguish between right and wrong. They are encouraged to understand the effects of their actions on others through discussion of the behaviour policy, the Qu'ran, the Bible and the meaning of the Ten Commandments. During 'Circle Time' they consider why it is important to obey rules and to think about the feelings of others. All teachers reason with their pupils and encourage them to develop principles of justice, fairness, truth and personal responsibility. Teachers provide very effective role models for their pupils. They take every opportunity to help pupils to distinguish right from wrong.
39. Provision for social development is satisfactory. Throughout the curriculum plenty of opportunities are provided for pupils to work in groups. A minority of pupils take part in extracurricular activities. Through games lessons they are encouraged to learn about rules relating to team games and the importance of the competitive spirit. More opportunities could be provided for pupils to take on responsibility and show initiative.
40. Good provision is made for the pupils' cultural development. Pupils appreciate their own cultural traditions through a study of different religions. They learn about the customs, traditions and festivals of Christianity, Hinduism, Islam and Sikhism. Pupils learn about the importance of food, clothes and music from different cultures. In this way good opportunities are provided for pupils to learn about the multicultural nature of the society in which they live. An outstanding lesson was seen in Year 5 that gave pupils an initial understanding of the Sikh religion, and pupils were encouraged to think about the necessity of acceptance and tolerance of all creeds and races.
41. Since the previous inspection report of HMI, the school has improved its provision for pupils with special educational needs and has maintained a broad and balanced curriculum.
42. The school meets all requirements for the curriculum. Appropriate importance is placed on developing the literacy and numeracy hours which are having a good effect on pupils' attainment and progress. Staff skills are well deployed to offer a sound range of learning opportunities in the curriculum. There are good strategies for teaching basic skills. In all lessons pupils needing extra support have been identified and teachers have planned and developed special strategies for them which are incorporated in all daily, medium and long-term planning. There is a good level of enrichment through extracurricular provision, including visits to the theatre and use of facilities in the local community, for example the supermarket, library, art gallery and local religious establishments. There has been a visit for Year 6 pupils to Blackpool. Through dance club pupils perform for the community. Their art work is displayed in the local Asda supermarket providing a good range of enrichment.
43. The provision for extracurricular activities is barely satisfactory. Pupils can attend football club, dance club and netball club. Despite difficult staffing situations and constraints on a number of pupils' time after school for religious activities, teachers have given freely of their time to enable pupils to participate in these activities and so broaden their horizons in learning. Pupils having a dedication to these activities have reached a standard in dance that enables them to perform outside school. The football team is now developing to reach a level to allow them to enter into matches and competitions with other similar schools. However, extracurricular activities could be better, the school has recognised this as an area for improvement and has taken on board parental concerns.

44. The curriculum is well supported by links with the community. A range of visitors come into school and support learning in several areas of the curriculum. For example in religious education pupils will be given a demonstration from a member of the Sikh community about how to put on a turban and why it is worn. The local tabernacle church provides both a governor and others who work closely with teachers, making regular visits into school to support the curriculum. Pupils visit the Wolverhampton Wanderers Football Club and have had opportunities to meet celebrities and learn about the club and its work in the community. Year 6 also have the opportunity to attend a residential visit for three nights. These opportunities enrich the curriculum and make a positive contribution to the pupils' learning opportunities.
45. Links with other schools are good and there is a clear system for introducing children who join the nursery. There are home visits and short school visits for children and parents. There is effective liaison with a number of secondary schools. Year 5 and Year 6 pupils are given the opportunity to visit the schools and tutors come to Dunstall to meet Year 6 pupils in the term prior to transfer.
46. The provision for pupils with special educational needs and English as an additional language is good and enhances the pupil's access to the broader curriculum. There is a strong commitment to providing for the needs of these pupils. Each curriculum policy contains a statement about special educational needs and English as an additional language and how work should be planned and differentiated for these pupils. On occasions pupils are withdrawn for individual help but the majority of support is within class. There is a further need to develop the use of information and communication technology for the benefit of these pupils and to continue to develop their handwriting and spelling skills.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school provides a good standard of health and safety and care for pupils' welfare, safety and personal development. Pupils are well known to all members of the school staff. Whilst being confident their class teacher will support them, there are equally good relationships with other staff including the school secretary and particularly the school caretaker who is very popular with all the pupils. Child protection arrangements are good, comply with statutory requirements and follow local guidelines. All staff provide good role models for their pupils.
48. Health and safety provision is good, well used by all staff and monitored by the governor with responsibility for health and safety, the premises and finance committee and subsequently the full governing body. There is no school policy at the present time but this is written into the development programme.
49. Risk assessment is up to date and all equipment is well maintained with recorded checks. During the inspection no health and safety concerns were noted to be a danger to other pupils. There are clear notices to support procedures for fire evacuation and fire drills are taken regularly and logged. A number of adults have a current first aid certificate and first aid provision is good; however, the named first aider has recently left the school and there is a need to identify a new person. All serious accidents and head injuries are reported and recorded. The school promotes healthy and safe living through a programme for personal social and health education, circle time and across the curriculum. The school has good relationships with a range of outside agencies and works successfully with them to secure pupils' welfare.
50. Personal development for pupils is good. Pupils are set individual targets in the upper school and in the lower school, reception and Years 1 and 2 targets are shared informally with pupils. Those pupils identified as needing special strategies are set individual lesson targets; these are known and understood by the pupils who respond enthusiastically to them. In Years 4, 5 and 6, pupils are able to explain how they are achieving their targets and understand the next level to reach to improve. In circle time and registration periods opportunity is provided for a sharing of any anxieties about work; good quality debate takes place and often it is other pupils who provide the support rather than just the teacher. Pupils are very aware of how to receive help both for work and for personal reasons. They have great confidence in the teaching staff and in the school counsellor. Pupils have helped develop the codes of conduct displayed in all classrooms and genuinely feel an ownership of these rules.
51. The school has a good range of assessment procedures which are effectively used to ensure that good learning opportunities are available to the pupils. As a result of these good procedures, pupils who are receiving intensive literacy support and appropriately targeted and already there are initial signs that this is having a positive effect on their learning of simple key words. Procedures for monitoring good

behaviour are good and well known to pupils and parents. Procedures for ensuring that oppressive behaviour is eliminated are good. Teachers give much praise for good work and good behaviour, consistently following the school policy; pupils respond well to the rewards system and show real pride when they are praised and given merits. Information on the school policy is provided in the school prospectus and through a small booklet detailing the policy and emphasising the role parents can take to support the school's work to maintain a good standard of behaviour. The school's open door policy encourages parents to play a full part in pupils' welfare both at home and in the school.

52. Procedures for monitoring and improving attendance and punctuality are good and are closely followed. Registers are correctly completed both morning and afternoon. The school has worked hard to reinforce the procedures, continues to give occasional reminders in school letters and asks parents not to take extended holidays. There have been no exclusions in the last year.
53. The school has a positive approach to furthering the development of pupils with special educational need and those with English as an additional language. The provision for care, welfare and health and safety is good and effective strategies have been established to identify and support these pupils. Early analysis of attainment is made in order to identify pupils with a special educational need and appropriate targets are set that are moderated by the local education authority. The school makes every attempt to ensure that the provision for special needs is embedded in all curriculum areas and that target setting is done for individual pupils. The special educational needs Code of Practice is well implemented through the school. In the sample of lessons seen provision matched that recommended by the pupil's statement of special educational need and English as an additional language or their individual education plan. These plans are drawn up and reviewed each term and are of a good quality. They are then appropriately used by teachers and support staff when planning lessons. Support staff for pupils with English as an additional language keep very good and detailed records of their achievement. They use assessment data well to target pupils and to ensure that the curriculum meets the linguistic needs of these pupils. The staff funded by the Ethnic Minority Achievement Grant provide good learning experiences which are well matched to the needs of these pupils. They work very well with teaching staff in ensuring that all pupils have equal access to the curriculum.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Partnership with parents is good. Parents' views of the school are positive. They are pleased with the progress pupils make and the standards of attainment achieved. Parents feel they are well informed and that since the last inspection communications have considerably improved. They are pleased with the reports they receive and translators are always available in school as required. They feel the school is now more open to parents, that parents' evenings have improved and that the school now accommodates the needs of working parents. The overall consensus is that parents are pleased with the school.
55. The quality and quantity of information provided for parents are good. Through a range of methods including the school prospectus, school policies, three parents' evenings and regular informal meetings with teachers there is clear communication between home and school. Parents are well informed of school events by regular newsletters. They are given information on the topic pupils will be studying for the term. All appropriate information received from the Department for Education is sent home to parents. Home School Agreements have been well received by parents and are being used well to strengthen the partnership between home and school. Parents say the school is welcoming and is always willing to listen to them. Parents are invited to class assemblies and value this opportunity to be part of the school day and see the responsibility their children take. Home visits are given to nursery pupils and these are well received by parents. Parents are given opportunities to view the materials used in literacy and numeracy hours to help them give support to home learning. This has no doubt been instrumental in ensuring parents are now better informed on the work in the curriculum.
56. Parents are supportive of the school. They help on school visits and trips but few are able to be classroom helpers; those who are, make a positive contribution. This is an improving area, which needs to have a significant amount of support from the school, and is something governors are aware of. Parents are invited to sports day and any other school event possible; attendance is usually good. Parent governors play an active part in the school and provide a positive link with parents; recent on-going work with parents is about improving attendance. Friends of the School help with the running of

the parent and toddler group and the toy library they make a very useful contribution much appreciated by the school and they are also supportive of the work done with the adult literacy group.

57. The school provides good opportunities for parents of pupils with a special educational need and English as an additional language to maintain links with the school and to follow their children's attainment and progress. They are invited to be involved in the drawing up of statements and individual education plans each term. However, not all parents take advantage of this opportunity. Those who do and those who support and encourage their children at home have a beneficial effect on the progress they make. The school does everything it can to involve all groups of parents in the school. In addition there are opportunities for parents to meet teachers each term or informally on other occasions if the need arises. Good links are maintained with outside agencies such as the learning support service, the school nurse and the educational psychologist. The school has good links with the elders of the mosque, gudwara and temple and works hard at ensuring that pupils' customs and traditions are recognised in school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. Overall the leadership and management of the school are good. Just prior to the inspection the school was being led by the deputy headteacher in the capacity of acting headteacher. Owing to personal circumstances during the period of the inspection, the acting headteacher was unable to fully participate in the inspection process. The previous headteacher, who relinquished the post in December 2000, returned to the school in the capacity of associate headteacher. Both these office holders provide good leadership. They both have a very clear vision for the school based on a striving for continuing improvement. This vision has successfully been communicated to the whole staff and governing body and is sustaining the school through the interim period before the recently appointed new headteacher takes up post. The school has very clear direction and purpose, which is reinforced by a clearly defined school improvement plan. This is effectively monitored and regularly evaluated by the governing body and senior management team. The acting headteacher is well supported by the governing body.
59. The school has made good improvement since the last inspection. The quality of teaching and learning has risen and this has contributed to the raising of standards in English, mathematics and science as demonstrated by improvement in pupil performance in standard assessment tests. Pupils make good progress in these subjects. Governors have a greater involvement in monitoring the overall performance of the school. The school's aims and values are wholly appropriate and the school promotes them well in all its work, being committed to equality of opportunity for all its pupils. Dunstall Hill Primary School is a caring school and since the last report continues to be an improving school.
60. Staff with management responsibilities contribute well. They have clearly defined duties and they carry them out effectively. All subject co-ordinators monitor planning and scrutinise pupils' work in books. The structures in place to monitor standards throughout the school are good. Monitoring is an integral part of the school improvement plan. The acting headteacher effectively monitors teaching. She gives teachers feedback on performance and advises them on areas for further development. The English and mathematics co-ordinators also monitor teaching effectively and give good support to colleagues. With the acting headteacher and the governing body, they analyse the attainment of pupils in tests. This data is then used to identify aspects of the curriculum that need developing and learning skills that need further re-inforcing. For example, additional funding is being targeted at pupils in Year 5 who it is felt need extra support to help them achieve appropriate levels of attainment in mathematics by the time they leave the school. Pupils are set achievement targets. These are appropriately challenging and the school meets them well.
61. Management of special educational needs by the co-ordinator is good. Funds allocated are well used and teaching and support staff are effectively deployed. The work and contribution made by staff funded by the Ethnic Minority and Achievement Grant is well co-ordinated and monitored for its effectiveness.
62. The school's strategy for teacher appraisal and performance management is satisfactory. The acting headteacher has regular reviews with teachers to discuss their professional development. Following these reviews performance targets are set. Teacher performance is reviewed through a process of direct lesson observation. There has been recent rigorous monitoring and evaluation of teaching by the previous headteacher, the acting headteacher and local authority link inspector. The governing body monitors the performance of the acting headteacher. Before the introduction of a national scheme of performance management the previous headteacher and deputy headteacher were set targets by the

governing body. These were reviewed annually. The school has a performance management policy but the governing body is awaiting the next headteacher taking up post before fully implementing the national scheme.

63. The training programme of continuing professional development available to teachers in the school is effective in raising professional effectiveness. Focused training in teaching numeracy and literacy has contributed to the successful application of the National Numeracy and Literacy Strategies throughout the school. This has resulted in improved standards in these two areas. There has also been a strong commitment to management training with both the previous headteacher and the acting headteacher taking nationally approved courses. Arrangements for supporting newly qualified teachers are fully in place. The most recent newly qualified teacher receives sound support from a trained mentor and the acting headteacher. Her teaching performance is regularly monitored and her professional development needs are being soundly addressed. The school is effectively involved in the training of new teachers. It has links with a local training institution and a teacher is a trained mentor and able to effectively supervise students in school.
64. The effectiveness of the governing body in fulfilling its responsibilities is good. This represents an improvement since the last report. Governors have a good understanding of the strengths and weaknesses of the school. They receive appropriately informative reports from the acting headteacher on a regular basis which they carefully scrutinise and question. They also receive reports from subject co-ordinators as well as external monitoring reports. These keep them well informed. Some governors have identified monitoring roles such as responsibilities for numeracy, literacy and equal opportunities. The chairperson of governors regularly visits the school as do several other members. There is effective governor involvement in strategic management. Most governors are in good position to make strategic decisions because they are kept well informed. The governing body fulfils its statutory responsibilities.
65. The school's system for financial planning is good with the school managing its available resources well. Guided by priorities outlined in the school improvement plan, the budget is set by the finance committee after consultation with the acting headteacher. It is then submitted to the governing body for approval. The school manages and uses its strategic resources well. Governors evaluate the effect of the school's spending decisions on standards. They receive regular reports from the acting headteacher and question the contents, they analyse statutory test results with her. Funding allocated for particular purposes is used well. For example, standards funds are put to good use centring on school improvement. For example, one element of funding is being used to raise standards of numeracy of some Year 5 pupils. This is making a positive contribution to improving their attainment levels in this area. Another element of funding is being used to provide additional classroom support for all Year 6 pupils. This contributes to the improvement in standards in English and mathematics these pupils make.
66. Effective routines are in place for the day-to-day running of the school and these ensure that the school runs smoothly. The school's accounts were last audited in 1999. Some minor recommendations were made and the governors have responded and taken appropriate action. Sound use is made of technology in the administration of the school. For example, all assessment data is kept on computer. The school has good procedures in place to ensure the cost effectiveness of the goods and services it purchases and the services it provides. It monitors the effective use of standards fund, for example by setting specific targets and measuring whether these are achieved as a result of the provision of additional teaching and learning support in a number of areas of the school.
67. The school is adequately staffed to meet the demands of the curriculum. All teachers have clearly designated responsibilities. Subject co-ordinators generally manage subjects well. The school has a good number of well-trained learning support assistants who give good support in the classrooms, working in effective partnership with teachers.
68. Overall, the adequacy of accommodation is satisfactory. Classrooms and other areas of the school are maintained as stimulating and interesting environments. Attractive displays of pupils' work and other stimulating displays are on show in classrooms and corridors. There are two shared areas available in addition to the classrooms. This accommodation is used well for small group teaching. However, there are some shortcomings with accommodation. The classrooms are small and this can restrict movement around them. For example, the classroom housing Year 4 is inadequate for the number of pupils presently in this year group. The rooms housing Year 5 and Year 6 are too small for these older pupils particularly when they are doing activities related to science, design technology and art. The semi-open

plan nature of the building does cause some problems. For example, in the area housing Key Stage 1 pupils and reception the acoustics cause some problems. All classroom spaces lead into a large shared area. At times considerable noise is generated which is disturbing to those groups working on quiet activities. Noise carries from one part of this area to another and is amplified. The problem is one of design and not of too high noise levels in individual class bases.

69. The provision of resources is barely satisfactory but is sound overall. All areas of the curriculum, with the exception of information and communications technology are at least adequately resourced but more challenging and inspiring reading texts are needed to help stimulate boys' interest levels, especially in Year 6. For example, the school is well resourced to teach mathematics. However, the school has insufficient computers and software. The library contains a good range of non-fiction books. There is a good supply of play apparatus for children in the nursery and the reception class. Generally, resources are used satisfactorily although there are times when computers are idle as a result of the underdeveloped use of information and communication technology across the curriculum.
70. The leadership and management of special educational needs and English as an additional language are good. Good administrative systems for special educational needs and English as an additional language have been set up and are efficiently carried out. The special educational needs register is well kept and class teachers are involved in drawing up the relevant individual education plans for pupils in their class. The local education authority then moderates these plans. Support teachers for pupils with English as an additional language keep good records and these are regularly updated to provide a clear profile of pupils' achievements and areas for improvement. The use of these records contributes to the good gains that these pupils make in their learning. The co-ordinator is experienced and with the help of staff ensures that reviews take place regularly and that targets are set. She is a member of the senior management team. The head teacher monitors the quality of teaching and learning. There is a governor with responsibility for special needs who liaises with the co-ordinator.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Continue to raise attainment in English, mathematics, science, information and communication technology and religious education and all foundation subjects by:

- improving the quality of teachers' marking so that pupils' mistakes are used as teaching points;
- developing the range of teaching strategies used so that more opportunities are provided for pupils to become independent learners;
- implementing a rigorous handwriting and spelling scheme across the school;
- provide further opportunities to challenge higher attaining pupils;
- Continue to monitor pupils' behaviour;
- limit the use of worksheets;
- provide further opportunities for pupils to use their skills of speaking and listening, literacy, numeracy and information and communication technology across the curriculum;
- develop systematic use of homework;
- improve the quality of resources in all subjects.

(Paragraphs 3, 10, 11, 12, 15, 24, 27, 29,32, 34, 47, 87, 88, 99, 102, 113, 115, 132, 134)

Improve attendance rates. (Paragraphs 23)

Improve curriculum provision even further by providing opportunities for pupils to participate in a range of extracurricular activities. (Paragraph 43, 152))

Minor Issues

- Improve accommodation in Year 4 and Year 5 as and when funds allow;
- Continue to further involve parents in being true partners of their children's learning;

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	25	52	19	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	17	195
Number of full-time pupils known to be eligible for free school meals	0	71

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	42

English as an additional language

	No of pupils
Number of pupils with English as an additional language	130

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	7.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 1 and above	Boys	9	8	14
	Girls	13	13	15
	Total	22	27	29
Percentage of pupils at NC level 2 or above	School	73 (78)	70 (74)	97 (89)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	14	10
	Girls	13	15	12
	Total	23	29	22
Percentage of pupils at NC level 2 or above	School	77 (78)	97 (89)	73 (70)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	17	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 3 and above	Boys	7	8	9
	Girls	12	11	13
	Total	19	19	22
Percentage of pupils at NC level 4 or above	School	61 (39)	61 (43)	71 (32)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 3 and above	Boys	5	8	11
	Girls	12	10	14
	Total	17	18	25
Percentage of pupils at NC level 4 or above	School	55 (57)	58 (54)	81 (43)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	10
Black – African heritage	3
Black – other	0
Indian	35
Pakistani	54
Bangladeshi	1
Chinese	0
White	23
Any other minority ethnic group	31

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	25.4:1
Average class size	25.4

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	121

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17.0

Total number of education support staff	1
Total aggregate hours worked per week	5

Number of pupils per FTE adult	8.5
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FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	415 495
Total expenditure	415 495
Expenditure per pupil	1 942
Balance brought forward from previous year	0
Balance carried forward to next year	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

202

Number of questionnaires returned

19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	32	10	0	0
My child is making good progress in school.	37	53	5	0	5
Behaviour in the school is good.	37	47	0	16	0
My child gets the right amount of work to do at home.	32	42	16	10	0
The teaching is good.	42	47	11	0	0
I am kept well informed about how my child is getting on.	53	26	16	5	0
I would feel comfortable about approaching the school with questions or a problem.	68	26	0	6	0
The school expects my child to work hard and achieve his or her best.	63	32	5	0	0
The school works closely with parents.	32	47	5	16	0
The school is well led and managed.	26	37	16	5	16
The school is helping my child become mature and responsible.	47	42	11	0	0
The school provides an interesting range of activities outside lessons.	32	32	21	11	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. Children in the Foundation Stage of learning are taught in the nursery and in the reception class. Children start their nursery education on a part time basis at the age of three. During the week of inspection, 13 pupils attended the nursery on a part time basis with 27 pupils attending on a full time basis in the reception class.
72. The school has responded positively to the new provision for the Foundation Stage and ensures an appropriate curriculum is provided that takes account of the Early Learning Goals for children of this age. Teachers, support staff and the early years co-ordinator have a good understanding of the requirements for the Foundation Stage and maintain a good level of provision in all areas of learning. Good learning experiences are provided for these pupils which take into account a good balance of learning through all of the senses, structured play and formal teaching of basic skills. Several examples of very good teaching were seen in the reception class where the teacher and support staff have high expectations of these young children and ensure that basic skills are taught well.
73. An effective induction programme enables children to settle happily into school and eases the transition from home. Parents are happy with the provision made for children. Early assessment information on entry to the reception year indicates that attainment on entry to the school is well below national expectations. By the end of the Foundation Stage, the majority of children do not attain Early Learning Goals in the areas of learning for children of this age. There is a high level of pupils with special education needs and English as an additional language. Progress is good for all children in all areas of learning. There is a good focus on personal and social skills, and communication, language and literacy skills are effectively promoted in all the areas of learning, contributing well to children's progress. Day-to-day assessments add useful information to the checklists and records maintained, and sound use is made of this information when planning the next steps for learning.
74. Learning resources are satisfactory for most areas of the Foundation Stage curriculum. The secure outdoor area provides a grassed area as well as a well marked playground surface for children to develop their physical skills. The children use the hall with confidence on a regular basis, promoting good physical development.

Personal, social and emotional development

75. The good teaching in this area of learning results in good progress. By the time they are ready to start in Year 1 most children will not attain the standards expected for children of this age, due to their very low starting points. The children are happy to come to school and enjoy learning. They listen carefully to adults and eagerly participate in the planned activities. Behaviour and relationships are good because the children have a clear understanding of the routines, know what is expected and respond positively to instructions. Most concentrate well on the tasks set, although a few of the youngest have a more limited concentration span. They share resources such as paint and glue when working on collage. The children do not always select activities confidently and need encouragement from staff to help to tidy away at the end of the sessions.

Communication, language and literacy

76. The quality of teaching in this area of learning is good, and children achieve well in relation to their prior attainment, however, they do not attain the Early Learning Goals because of their very low starting points. Many children do not answer teachers' questions appropriately and support staff have to model responses for these pupils and coax them into repeating correctly formed sentences. Some children need specific one-to-one support in order to gradually get them involved with other children. A follow on was seen where two children were having to match colours on a board with coloured bears. They were beginning, with very good support and prompting to check if each one had chosen the correct colour match.

77. All children enjoy listening to stories and sharing books, but they do not handle books carefully. The most able children can recognise a number of initial letter sounds and identify familiar words, and older children in the Foundation Stage read simple texts with increasing accuracy. All children attempt to write their names, but not many do so with accuracy. Children make good gains in learning initial sounds because teachers use a varied range of techniques to teach them. For example by using sand paper letters to touch, writing letters in shaving foam, tracing letters in the air, on paper and in the sand tray. This variety of approach demonstrates teachers' secure subject knowledge in moving the pupils on in their learning.

Mathematical development

78. Teaching is good and the children make good progress because basic skills are systematically developed. Learning is good with the youngest children having ample opportunity to build on their knowledge of number. They do this well because they are well motivated children, but do not attain the Early Learning Goals. They count forwards and backwards up to 5 with confidence and accuracy. They sort, count and match objects to numbers. They recognise and name basic two-dimensional shapes, such as 'square', 'triangle' and 'circle'. The children develop a good understanding of basic addition and subtraction using language such as 'one more than' and 'one less than'. More able children can count to 10 but do not form numbers correctly. Speaking and listening skills are well promoted and children join in the number rhymes and songs with much enthusiasm. Children acquire and develop their understanding of a range of mathematical experiences because this is consistently reinforced, such as in the work on time through days of the week. Children find out difficult to distinguish between yesterday and today, and they have difficulty in naming days of the week and months of the year.

Knowledge and understanding of the world

79. Teaching is good and this leads to good progress and skill and knowledge levels. The children are well motivated and eager to learn. There are very good opportunities to promote children's cultural development. Visitors are frequently invited to school. The adults build on opportunities such as the visit of the school nurse and the vicar to extend children's understanding of people who help us. Through a wide range of well-chosen literature, children learn about other cultures such as in Africa. They listen to African music. They begin to understand differences such as climate, dress, food and the different animals and homes. Their knowledge and understanding of animals is developed well through their visit to farms. They record their findings in booklets, look at photographs and draw and paint the animals seen. However, their painting are very immature and many pupils cannot paint four legs on a horse. Pupils enjoy using computers to support their learning, especially when they are helped by the visiting governor. They make good gains in using keyboard skills. Pupils enjoy cutting, sticking and gluing, but their fine motor skills are underdeveloped, especially their cutting skills which are poor. Teachers provide good opportunities for children to explore and experiment through sand and water play, but problem-solving skills are in the very early stages of development because of the limitations in pupils' vocabulary which staff are trying very hard to address. An example of lack of experience in water play was where one child would constantly tip water from a container towards himself and eventually got soaked. He could not see that to pour the water away from himself was the best way to keep dry. The nursery nurse saw this and showed the group of children the best way to pour water out of the container. Through the good focus on African and Asian culture, the children realise the importance of food and water to survive. They have opportunities to plant bulbs and seeds and begin to understand the factors necessary for growth.

Physical development

80. Teaching is good and whilst good gains are made in learning children do not exceed the expected levels by the end of their time in the reception class. Resources for outdoor play are adequate. The children develop sound body awareness and the above average attainers move confidently and with increasing co-ordination and control. They listen carefully to instructions and follow these obediently because listening skills are consistently reinforced and routines are clearly understood. Good use is made of the hall to develop movement skills. In such a lesson, children listened to music and move appropriately. They work well individually, in pairs and in small groups to contrasting speed and direction, using small steps, then giant strides, curling and stretching into long thin shapes and wriggling through narrow spaces. All perform with enthusiasm and good expression. They make good use of the hall space. The children handle scissors, paint brushes, pencils and crayons unsatisfactorily. In spite of the teachers'

best efforts many children cannot hold pencils appropriately and their cutting and colouring skills are poor. There are many opportunities to refine these skills through the use of construction kits, malleable materials and the range of art experiences presented to children and the quality of teacher interventions are good.

Creative development

81. Progress is good because the children are well motivated through a range of rich learning experiences. The children have a good repertoire of songs which they sing tunefully and with great enjoyment. Nursery children especially enjoy the regular visits of a governor who accompanies their singing with a guitar.
82. Early skills in composition are encouraged as they use body sounds to compare simple percussion for rain, thunder, wind and lightning and the youngest children tap out their names. There are very good opportunities for all children to express their own ideas and communicate their feelings through music and dance. In the home corner good opportunities are provided for pupils to dress up using clothes that are most appropriate for different weather conditions. The children are presented with a variety of skills and techniques such as printing, painting, collage and drawing. The youngest children use paint and collage material to make weather pictures and portraits. They learn to mix colours confidently and produce collage pictures of nursery rhyme characters. Older children explore pattern and print. The adults working with the children support them well. They encourage independence and value the children's work. Good quality displays enhance the learning environment, extending children's knowledge and understanding of paint mixing, printing and finger painting.

ENGLISH

83. National test results for 2000 show that standards of attainment in Key Stage 1 were in-line with national averages in reading and well-below national averages in writing when compared with all schools. However, in comparison with similar schools reading was well above the national average and writing was in-line. In Key Stage 2, however, English was well below national averages when compared to all schools and in line with national averages when compared to similar schools. Although there are few pupils attaining the higher levels in Key Stage 1 a much higher percentage of pupils are reaching the higher levels in Key Stage 2. Inspection evidence indicates that standards have risen from well below to just below the national average in both key stages, suggesting that standards are rising. This indication of rising standards was a similar picture in Her Majesty's Inspectorate inspection in 1999 where the school results showed a significant improvement on the previous year. In addition the same balance remains where the test results are better in Key Stage 1 than in Key Stage 2. However, there are several factors that influence these results. There is a high number of pupils with special educational needs and pupils with English as an additional language. Furthermore, there is a considerable pupil mobility factor in Key Stage 2. Almost a third of the pupils are new to the school since Key Stage 1 and a tenth are new arrivals with English as a second language. This will certainly have an adverse impact on the standards of attainment in English.
84. There is no overall difference in the attainment of girls and boys. Pupils with special educational needs make good progress in both key stages, where their needs are appropriately met. There is more focused teaching and learning, especially at the end of the key stages. Pupils with English as an additional language make good progress overall. By the end of both key stages the above average pupils are attaining in line with the national average. This is because of good teaching, lessons and tasks that are appropriately matched to their needs and the extra support of teaching and classroom assistants, who all work as a team to raise pupils' confidence and self-esteem in their ability to achieve their goals. However there is room for further challenge of these pupils.
85. Analysis of data reveals that by the age of seven when the national tests are taken, two thirds of the pupils reach the higher levels of Level 2 and over one fifth reach level 3 of the National Curriculum in reading. However, in writing, no pupil reached the higher levels of level 2 or above. Targets have been set in reading and writing and progress analysed from Year 1 to Year 6. In addition, through the school analysis of test results, boys' writing in Key Stage 1 has been identified as a focus for improvement, and the school is ensuring that opportunities are provided for boys to improve their writing. For example, further emphasis is placed on non-narrative writing but resources are limited and choice of texts used is restrictive.

86. Inspection findings in Key Stage 1 show that standards in speaking, listening and writing are below those expected nationally. Standards in reading are in-line with national averages. However, although the standards are not high, pupils' achievement is good. This is because the school has very good procedures in place to support and develop pupils who have English as a second language and those that are new arrivals to the school. In addition, the teaching of basic skills is good and this contributes significantly to pupils' attainment. Pupils who have special educational needs make good progress because of the quality of teaching and support given to them as they move up through the school. The work of the ethnic minority achievement staff in the key stage is significant in raising the achievement of pupils they work with. For example, to support pupils' learning one of the staff uses the pupils' own language at times to explain concepts that are not easily understood at the stage the pupils are in English. In Year 1 the school is involved in a government pilot for intervention in literacy and this is having a positive effect on pupils' learning.
87. Standards in reading in Key Stage 1 were well below the national average in the 1998 standard attainment tests, below in the 1999 standard attainment tests but are now in-line with the national average in the 2000 standard attainment tests. Pupils understand what the author and illustrator does. They understand the difference between fiction and non-fiction books and can use both terms appropriately. Pupils are confident in the use of the dictionary and are able to search for words using the first two letters. However, for some pupils their experience of a wide range of home reading books is limited and this limits their access to genres. Books are taken home and parents are actively involved in supporting their child's learning through listening to them read. Volunteers also come into the school regularly to hear pupils read and help in other ways. Better progress is made in reading than in writing.
88. Standards in writing are unsatisfactory but there is evidence of progress due to consistent targeting of writing. Pupils can make up sentences, are aware of capital letters and full stops and where they should go. However, there is a tendency to use capital letters in the middle of some words in their sentences. They write about themselves and their pets and they can write instructions about lining up as a class. Pupils learn to write a sentence as a question, using the question mark. They can also sequence stories and annotate illustrations. By the end of the key stage pupils write sentences to answer a question. They write about their favourite poems and have written a concertina book about their life. Pupils learn about story writing and the use of speech marks, about the story having a beginning, middle and end and have completed the story ending to Cinderella. They know about story lines and setting, and list characters in stories. They continue to develop writing instructions and have written instruction about 'having a bath.' However, although there is a range of abilities and efforts are made to present work neatly, some pupils do not pay enough attention to their writing continuing from page to page, consequently leaving a waste of space in exercise books.
89. Observations in classrooms verify the examples of work seen in the scrutiny of pupils' books. For example in a Year 1 class pupils were reading a big book with their teacher and identifying the capital letters and full stops in sentences. They understood about the use of speech bubbles and were using the basis of the story to develop their own character profile. In a Year 2 class pupils were reading a story with their teacher to develop intonation, expression and exclamation. They were getting the experience in using these skills when reading dialogue which was indicated by speech marks. In addition, they were looking at the text to identify and describe characters.
90. By the end of Key Stage 2 standards in speaking and listening are below average. Pupils have many opportunities for speaking and listening through discussions and taking part in sharing the results of their work in plenary sessions. However, when there are new arrivals to the school there is always a period of time for them to gain a working knowledge of English and a time to gain fluency and consolidation. However, due to the good quality of teaching and support received by these pupils, their progress in speaking and listening skills are good. Resources to stimulate and grip pupils' attention are not always found in published materials. For instance, in one session the teacher funded by the ethnic minority achievement grant was working with two new arrivals on a published workbook that failed to motivate or gain their attention. However, due to the teacher's appropriate intervention and questioning skills the pupils began to look more closely at the book and were making good gains in their learning and developing a good vocabulary. Furthermore the additional literacy support given in Years 3 and 4 have increased the opportunities for pupils to make good progress.

91. By the end of Key Stage 2 standards in reading are in line with the national averages for pupils of average and above average ability. Pupils are able to talk about the plot, the characters, predict what might happen next and compare with other books read. A majority of the pupils take their books home daily and go to the school library to return and choose new books. However, in the sample of readers chosen they were unclear about library classification and number system. Pupils understood how to search and retrieve information from books. They could explain the importance of the contents, index, glossary and for some, the higher order skills of skimming and scanning for information. In a Year 5 class pupils were looking at an information text on 'Natural Disasters' and with their class teacher developed a glossary. For those pupils who were finding English difficult the teacher spoke in their own language which made them feel more secure and also to enable them to join fully in the lesson. Overall pupils are enthusiastic about reading and keen to discuss the book they have enjoyed.
92. Standards in writing are below the national average. However, as in Key Stage 1 through the targeting of writing, especially extended writing, pupils are making good progress. As pupils move through Key Stage 2 they engage in a range of writing that includes newspaper reports with headlines, creative and extended writing, explanations of team games, instructions, such as 'how to make a sandwich,' some playscripts, writing letters, postcards, poems, limericks and an analysis of fiction books. However, some writing is not adventurous in the choice of words. There is a lack of adjectives and adverbs that grip the attention of the reader. The sequencing of a story is appropriate but the use of connectives and choices of phrases is pedestrian. In the range of lessons observed across the school pupils were using dictionaries to find words both by first and second letter and knew how to find and organise information. In the older classes pupils were writing introductions that would catch the readers' attention and by the end of the Key Stage, learning to discuss and take up a position on a controversial newspaper report regarding McDonalds' building on a local play area site. For some pupils the idea of this happening on a site known well to them, although fictitious in content, was very real and they became emotionally involved in giving their opinions. This enables them to make good gains in learning because the teacher prepared a well detailed worksheet which gripped their attention. Pupils' writing about the MacDonalnds' plans showed very little emphasis on developing emotive or imaginative vocabulary and their endings are not as well thought out as their beginnings of story and letter writing. A follow-on lesson found the pupils writing a well-structured formal letter of complaint to the local council. Pupils' handwriting and presentation is variable and sometimes it is poorly developed and spellings taught early in the school year are still being spelt incorrectly. This is because teachers do not place sufficient emphasis on using pupils' mistakes as teaching points.
93. The quality of teaching is good overall with examples of very good teaching seen in both key stages. Teacher expectation and management of pupils was judged better in Key Stage 1 than in Key Stage 2. However, in both key stages there is good planning and delivery by teachers with good use of questions to challenge and stimulate pupils in their learning, good teaching of basic skills, effective use of support staff and the quality and use of assessment is good. Where teaching is best, teachers have confidence in their subject knowledge, which they deliver at a brisk pace, they have high expectations of what pupils can achieve and assess and monitor individual pupils in order to plan for future lessons. However a particular weakness is in the development of independent learning and the tendency for lessons to be completely teacher directed. This does not support the importance to plan for opportunities where pupils can take their own learning further and deeper in knowledge and understanding. Overall the marking of pupils' work is sound and sometimes good. In the better marking teachers bring to the attention of pupils mistakes in spelling and punctuation and write comments that praise good work and evaluative comments to move them on in their learning. However, there are instances where not all mistakes are marked for spelling and punctuation. Although there is a policy for marking, a sharing of best practice would ensure a consistent quality of marking across the school. Staff meetings are planned to moderate writing in consultation with a literacy consultant. Staff have been supported by attending literacy courses within the local educational authority and within the school. The subject co-ordinator has worked hard to ensure that staff have up to date information on the teaching and learning of English and to arrange and co-ordinate staff training. Monitoring of medium and short-term planning is undertaken as is the sampling of pupils' books to identify areas of development
94. The school has adopted and implemented the literacy hour successfully and this is having an impact in learning. Pupils enjoy literacy and the additional new resources, selected to reflect a multi-cultural and diverse society, are used to stimulate and reinforce pupils' knowledge and understanding. These new resources and the extra support in classes has had a great effect upon the raising of standards.

95. Resources are barely satisfactory. There is a school library that is well stocked with books with a range of books, both fiction and non-fiction that are kept in good condition. The reading scheme has been updated with the aim of improving structured reading, especially their home reading books. However, there is room for expanding the range of books further to support pupils' research skills and to widen their experiences in reading. Pupils use information communication technology (ICT) for word-processing and drawing, but this was inconsistent across the school. There was no evidence of pupils drafting first copy on computers and editing prior to printing the final copy. The use of ICT is underdeveloped in English.
96. Since the previous inspection the school has made good progress in the subject and this was confirmed by Her Majesty's Inspectorate in the inspection conducted in 1999. Overall the standards and achievement are improving although still below national expectations. However, it is an improving picture, especially the increasing percentage of pupils gaining the higher levels in Key Stage 2.

MATHEMATICS

97. The standards pupils in Year 2 and Year 6 attain in mathematics are below average. This is confirmed by the 2000 national test results, which show the overall performance of pupils at Key Stage 1 is below the national average for all schools. Higher attaining pupils perform below the national average. However, overall performance is above the average for similar types of school. The overall performance of pupils at Key Stage 2 is below the national average but in line with the average for pupils in similar schools. Higher attaining pupils perform below the national average. Overall there has been a good improvement in standards since the last report. Much of this improvement is a result of improved teaching and the effective implementation of the numeracy strategy.
98. In lessons and in their work in books pupils are seen to be making good progress in their learning. In judging the level of progress pupils make over time it is important to take account of the high level of pupil mobility within the school. For example, half the pupils presently in Year 6 have spent the whole of their time in Key Stage 1 in schools other than Dunstall Hill. Taking account of this context achievement of pupils at both key stages is good. Good use is made of additional funding to provide extra support for pupils whose levels of attainment give concern. This support is used to boost learning. Sometimes it is in the form of additional support in classrooms and sometimes in extra additional small group teaching sessions. This support contributes to the good progress these pupils make.
99. There are no marked differences in the performance of girls and boys although girls perform slightly better than boys at Key Stage 1. Pupils with special educational needs are set individual mathematical targets, receive good classroom support and make good progress. Pupils for whom English is not their home language also receive good classroom support enabling them to fully participate in all mathematical activities including mental mathematics. This effective support makes a significant contribution to the good progress they make.
100. By the age of seven, most pupils add and subtract numbers to 20 accurately using appropriate strategies. With encouragement they explain how they arrive at their answers. They can read, write and count numbers up to 100 and rearrange numbers into ascending and descending order. They draw small lines of a given length in centimetres and they measure in metres and centimetres. The higher attaining pupils know what each digit in a two digit number represents. They can also double and halve numbers. This represents good achievement. Pupils are developing their understanding and knowledge of shape and can pick out and correctly name a number of 2 and 3 dimensional shapes, for example rectangle and cylinder. Higher attaining pupils are able to describe some of the characteristics of these shapes. Pupils are developing a sound range of mathematical vocabulary which they use when discussing their work. For example, when comparing numbers they use the terms more than and less than. Pupils in Year 1 are learning the differences between odd and even numbers. The higher attaining pupils can describe some of these.
101. Year 6 pupils have a satisfactory grasp of number. They use a range of strategies when calculating and applying the four number rules. They have a satisfactory understanding of fractions. For example, they know that half of a half is a quarter. Higher attaining pupils can convert fractions to decimals. Pupils learn to weigh accurately using grams and kilograms. They use standard units of weight and use a range of mathematical vocabulary in their weighing activities, for example discussing which particular object is the lightest and which is the heaviest. Higher attaining pupils have a good understanding of notation including parts of a whole to a hundredth part. They use this knowledge when converting grams

to kilograms. Pupils in Year 3 are developing good confidence in handling money. Most pupils are able to work out the change required when involved in a simple money transaction. A high percentage of Year 4 pupils have home languages other than English. Although some of these pupils are not secure with tables, knowledge progress is sound as a result of these pupils being well supported in the classroom and the class teacher planning appropriate learning activities.

102. Overall, the quality of teaching throughout the school is good. There has been good improvement since the last inspection. In the lessons seen teaching is never less than satisfactory, often good and sometimes very good. Teachers are familiar and secure with the National Numeracy Strategy, which they apply well. They especially make good use of plenary sessions to assess learning and reinforce understanding. Pupils enjoy the oral and mental sessions in numeracy lessons, taking part enthusiastically. Teachers plan well and include in lessons a range of appropriate activities that meet the learning needs of all pupils, including those with special educational needs. Teachers are clear in their minds what it is they want pupils to learn and they share this with them when lessons begin. They generally set a lively pace of work. Teachers use a good range of mathematical vocabulary, which they explain clearly to pupils. This results in pupils being able to use correct terminology when explaining their work. They also make good use of resources to help pupils' learning and understanding. The subject is well resourced with sufficient equipment being available to meet the demands of the National Numeracy Strategy. There is an inconsistent use of homework throughout the school. Where it is used well, for example in Year 6, it both reinforces and extends classroom learning. The setting of work involving real-life problem solving is not a regular feature of many lessons.
103. Teachers mark work regularly. They use the marks to assess pupils' attainment and they also use regular mental tests for this purpose. The school also uses non-statutory test materials to track pupils' progress from year to year. Assessment is used appropriately to set challenging targets throughout the school.
104. Behaviour of pupils in lessons is good. Pupils enjoy mathematics. They co-operate well when working collaboratively, they respond well in oral lessons and work hard when engaged on mathematical activities. This makes a significant contribution to the good progress they make.
105. The use of information and communications technology to develop pupils' mathematical knowledge and understanding is used in some areas of the school. For example, Year 6 pupils effectively use computers to extend their understanding of weight. However, opportunities to use computers in mathematics are limited making this an area for further development. Pupils do not have sufficient opportunities to use their mathematical skills in other areas of the curriculum, for example measuring in design technology, and pupils need to be afforded more opportunities to do so.
106. The co-ordinator for mathematics gives good leadership. She supports teachers well and effectively monitors all aspects of the subject, including teachers' planning, pupils' completed work and classroom teaching. She scrutinises assessment test results thoroughly and uses the results of analysis to build a clear view of the subject's strengths and weaknesses. She has identified areas for development and the subject is well placed to improve further.

SCIENCE

107. Teacher assessments of 2000 show that standards in science are well below those expected nationally and very few pupils achieved the higher levels. Pupils' attainment was better in life and living processes than in experimental and investigative science, materials and their properties and physical processes. Inspection findings show that, although standards are below those expected at the end of Key Stage 1, they are poised to rise because the co-ordinator has produced a very detailed scheme of work which ensures good learning opportunities for the pupil. The results of the 2000 national tests at the end of Key Stage 2 indicate that standards are well below the national average but in line with those of similar schools. Results in science are now similar to those in English and mathematics and this represents an improvement on previous years. From the evidence of work seen during the inspection pupils, including those with a special educational need and those for who English is a second language, attain standards that are below the national average. This represents an improvement on the previous inspection report and is the result of an emphasis on making sure that all the elements of the National Curriculum are appropriately covered. There is considerable pupil mobility within the school and, together with the difficulties many pupils have with English, this has an adverse effect on standards of attainment in

science. Pupils make good gains in their learning by the time they leave the school when the above factors and their attainment on entry to the school is taken into account. There is no significant difference in the attainment of boys and girls.

108. The school has made good efforts to promote experimental and investigative science. By the end of both key stages pupils are making sound progress in carrying out investigations. They are being taught progressively and are developing an understanding of the principles of observation, prediction, fair testing and coming to a conclusion on the basis of evidence they have gained. This is seen, for example, in Key Stage 1, in work about the forces of pushing and pulling and in Year 2 when the pupils develop an understanding of a variety of fruits and the seeds produced by them. In Key Stage 2 pupils investigate the properties of different materials and learn that some will float in water and others will not. In a year 6 class pupils investigate, observe and record which substances will dissolve in water. The use of structured worksheets helps the pupils to become accustomed to these principles but there are occasions, especially in Key Stage 2, when these worksheets have an inhibiting effect on the ability of pupils to develop their writing skills. The pupils are developing their scientific vocabulary, though for many this is a slow process due to their low level of literacy skills. By the end of Key Stage 2 many are beginning to be aware of what constitutes a fair test.
109. Within the area of life processes and living things, Key Stage 1 pupils study the five senses and label the appropriate parts of the face. They learn about the parts of plant and conduct investigations into how seeds grow. Pupils begin to understand the difference between things that are living and those that have never been alive. Plants and animals in the environment are investigated and pupils learn that in order to develop appropriately physically, they have to be healthy. Older pupils in Key Stage 2 study micro-organisms, food chains and how plants and animals adapt to their habitats. They know about the life cycle of a plant through germination, pollination, fertilisation, seed production and dispersal. Experiments are conducted to determine whether soil, light, water and warmth are necessary for germination and growth. The human life cycle, the body and different types of foods and healthy eating are also considered.
110. In their work on materials and their properties, Key Stage 1 pupils investigate which are the best materials to keep them warm, which are waterproof and which are not. They examine the materials in the school such as bricks, wood, stone and glass and discuss why they were used. Year 2 pupils investigate what happens when a range of materials is heated. Older pupils in Key Stage 2 investigate solids, liquids and gases and classify them according to their properties. Year 4 pupils investigate the materials that are used in the packaging of goods and why they are preferred. Experiments are carried out to find which paper absorbs water the best.
111. Evidence indicates that pupils are making good progress in the area of physical processes. Younger pupils observe light and dark and consider the sun, moon, different types of lighting, shadows and reflections. They construct simple electrical circuits and investigate the uses of electricity at home and at school. Investigations are carried out to find which vehicles will go the furthest on a flat surface and work on forces is linked to playing on a swing or a slide.
112. Older pupils investigate which materials are conductors of electricity and they record their results on a chart. They learn how to construct a switch and change the brightness of a bulb. Pupils learn that sound is made when something vibrates and that short vibrations produce a high note and long vibrations a low note. They know that the force of pulling and pushing is measured in Newtons and investigate the forces exerted by, for example, weights, a pencil case and a bookstand.
113. Though there is a good coverage of the various aspects of science there is a need to consider the use of literacy, numeracy and information and communication technology in the subject. There are some examples of charts and graphs but this is not as widespread as it might be. Similarly there is only a small amount of evidence of the use of information and communication technology as the school is developing this area of the curriculum. A determined effort has been made to limit the use of worksheets and the more this can be continued, the more opportunity pupils will have to develop their writing skills. There are occasions when pupils do not have a sufficiently wide vocabulary or understanding of the English language and this limits their learning. The teachers and support staff are aware of this and are trying to do all they can to support the pupils which they do well.

114. In the lessons the attitudes and behaviour of the pupils are good. They are often interested and enthusiastic and show that they are capable of working together sensibly when carrying out investigations. There are occasions when the teacher is not assertive enough and pupils become rather restless and noisy. However, they usually respond well to the teaching and enjoy the practical nature of the subject. Apparatus and equipment is treated with respect and pupils are willing to listen to the answers of their peers.
115. The quality of teaching is good and this is having a positive impact on the pupils' achievements. Lessons are always well prepared, but pupils are not given sufficient independence to, for example, choose and organise their own equipment. Staff might usefully consider giving them more responsibility especially as the pupils get older.
116. The pace of lessons is at least satisfactory though occasionally restless behaviour does cause delays. Teachers make good use of resources in practical investigations. Lessons are always well planned and teachers have a good understanding of the learning objectives. Good assessment procedures are in place and teachers understand the need to monitor the learning that takes place. Good records of progress are kept. End of unit tests are set and work set in lessons is differentiated to meet the needs of the pupils. Pupils receive a good level of help from support staff and this has a beneficial effect on their learning.
117. The school, led by the co-ordinator, has worked hard to remedy the deficiencies noted in the last inspection. The subject is well managed. There is a policy and scheme of work and teachers are fully aware of the areas they should be covering from term to term. The planning of the curriculum promotes suitable learning challenges for all groups of pupils. Resources for the subject are satisfactory but sufficient for the delivery of the curriculum.

ART AND DESIGN

118. Only one art lesson was observed during the inspection. This was of a Year 5 class. However, a detailed examination of teachers' planning and a study of completed pupils' work reveals that pupils throughout the school are provided with a range of opportunities to make progress in developing their skills in art. They explore a range of different media and techniques and this enables them to make satisfactory progress as they move through the school. The attainment of pupils at both seven and eleven is at levels expected for their respective ages.
119. The teaching in the lesson that was observed during the inspection was good, for part of the lesson two teachers were present. The teachers' own good level of knowledge and enthusiasm for the topic contributed to its success. Both teachers were very positive and encouraging of pupils while they worked and they gave good support and guidance, helping them to improve their work. The lesson was well planned. Pupils were able to work with a range of materials creating a three dimensional textile collage that illustrated a story. Pupils worked with enthusiasm, carefully cutting, arranging and sticking different textiles to create a picture. Drawing on knowledge learnt previously pupils spoke about techniques they were using. They used a range of technical vocabulary. For example, words like daub, dab, texture were all used in correct context. Pupils co-operated well working in pairs and in threes. They were encouraged to comment on their own and each other's work and to suggest ways work might be improved.
120. The management of the subject is satisfactory. The co-ordinator for art has identified appropriate areas for development. He supports the staff well giving them advice about planning and techniques. The scheme in use offers pupils a variety of experiences. For example, pupils draw, paint, print, model and use information and communication technology in art. It also includes a satisfactory planned programme of progressive skills development. Monitoring is done through an examination of teachers' planning. Pupils are taken on visits to art galleries, for example to the Wolverhampton Art Gallery. They learn about different artists and study their paintings to examine different techniques. The school has a good range of prints in stock for this purpose, including prints of the work of Monet, Picasso, Turner and Van Gogh.
121. Care is taken over the display of pupils' work. Teachers value all pupils' work and display is used to encourage them to try hard. Artwork for display is chosen on the basis of the effort that has gone into its creation. This encourages all pupils, including those with special educational needs and those whose

mother tongue is other than English. These two groups of pupils make satisfactory progress in art and design and are well supported in lessons.

DESIGN AND TECHNOLOGY

122. Standards at the end of both key stages are below those expected nationally. However, all pupils, including those with special educational needs and English as an additional language, achieve well in relation to their prior attainment because there is evidence to suggest that appropriate emphasis has recently been placed on ensuring that subject specific skills are planned and taught in both key stages. However, pupils' skills of evaluation and modification of design are not sufficiently well developed.
123. Unfortunately no teaching was available to be seen in Key Stage 1 during the inspection. However, these younger pupils are given the opportunity to design and make things working with a range of materials. They use tools to shape and cut, and they learn to fix things together displaying satisfactory skills. For example, seven year olds make glove puppets having first learnt the skills of stitching. The youngest pupils make things with a wide range of construction kits. Year 1 pupils make simple moving clowns and teddy bears using paper fasteners as pivots. They also study moving picture books and make their own moving pictures using simple mechanisms learnt from their examination of these picture books. Teaching promotes and encourages the pupils to design, but insufficient opportunities are provided for evaluation.
124. Some satisfactory and some good teaching was seen of pupils in Key Stage 2. Eight-year-old pupils were observed examining a number of different purses. These pupils were comparing the different materials used in manufacture, their design and the way they fastened. They were encouraged to consider the people for whom they were designed, whether the design was suited to its purpose and whether the fastenings made them secure objects in which to keep money. They talked about the purses freely and they evaluated them well, relating design and material used in manufacture to purpose. Pupils were asked to choose their own personal preferences and encouraged to give reasons for their choices. Pupils quickly learnt to classify the purses against a range of criteria. Eleven-year-old pupils were observed making a pair of slippers. Prior to making these, pupils had prepared a design specification. The challenge of the activity promoted sustained concentration and interest. These pupils are able to cut, shape and fix together a range of materials with good accuracy. Pupils generated a range of good ideas and evaluated each other's designs according to their suitability for the given purpose. The organisation and planning of both lessons was good. Pupils were given choice when appropriate and the opportunity to explore their own ideas.
125. The Year 6 pupils co-operate well in lessons. They show considerable interest and their obvious enjoyment is a response to enthusiastic teaching. The majority of Year 4 pupils also co-operate well together. However, a small number of pupils display inappropriate behaviour, finding it difficult to sustain concentration when listening to the teacher's instructions. However, the behaviour of these same few pupils is satisfactory when they are actively engaged in the designing and making process.
126. The subject is soundly managed. The co-ordinator has recently revised the scheme of work so that it meets the requirements of Curriculum 2000.

GEOGRAPHY AND HISTORY

127. Due to timetable arrangements during the week of the inspection it was possible to observe two history lessons and no geography lessons. Judgements are therefore mainly based on a scrutiny of pupil's work in books and around the school and discussions with pupils and teachers. It is evident that there is an appropriate coverage of work in both subjects. However, the considerable pupil mobility within the school, the number of pupils for whom English is their second language and the number of pupils with a special educational need is having an adverse impact on overall standards of attainment. Standards are below those expected nationally mainly as a result of the pupils' limited skills in literacy, but pupils' achievement is satisfactory in relation to their prior attainment. It is not possible to make a comparison with the previous report, as these subjects were not referred to.
128. By the age of seven in geography, pupils are becoming familiar with their own locality. They describe the route they travel to school and draw simple maps. A detailed map of the area is used and pupils mark on it where they live. Different types of houses are studied and pupils learn the correct way to address an

envelope. A study is made of farms and animals and the countries of the British Isles. They also consider a plan of their school and contrast the amenities of Wolverhampton with those of a village. A globe is used when a holiday to India is discussed and pupils decide what clothes will be suitable for the climate there. The seasons of the year are considered and a weather chart kept with symbols for sun, wind, rain, sun, snow and cloud.

129. In the history lesson seen pupils compared a bicycle seen today with one from long ago and discuss how they have changed. In this lesson good links were made with literacy through the use of subject specific vocabulary. Though a majority of the pupils could read the words many had difficulty in explaining what each part of the bicycle was used for. A sense of chronology is being developed through the use of timelines when studying topics such as the Fire of London, Samuel Pepys and the Gunpowder Plot. Shops, hospitals and transport in Victorian times are also studied and there is evidence of pictures and photographs on display that illustrate this work.
130. By the age of eleven in geography, pupils make a study of their environment and consider pleasant and unpleasant features. They learn about pollution and carry out a litter survey that is presented in the form of a tally chart. Pupils learn about the recycling of unwanted items. They consider their locality and the facilities that are or are not available and compare this with the Pacific Island of Kiribati. In this work they are aided by a very good display of pictures and items that are used on Kiribati. Younger pupils investigate the building of a factory and decide on the positive and negative aspects of the development. Similarly they decide on the good and bad features of their locality.
131. In history, pupils make a detailed study of the Victorian era including inventions, transport and working lives. They learn how to look for evidence using sources such as artefacts, documents, pictures and physical evidence. The Tudor period is covered in some detail and younger pupils learn about the Ancient Egyptians and Romans. In the lesson observed pupils learned about Boudicca and the Celtic resistance to Roman rule. They also learned to understand that sources of evidence about Boudicca are contradictory, depending on whether the source is Celtic or Roman.
132. Pupils make satisfactory gains in their learning. Many are inhibited by their lack of understanding of the English language and by the difficulty they find in writing. Listening skills in the subject are being developed well but despite the good opportunities they are given by teachers, many find difficulty in expressing their ideas. Older pupils, despite being taught about research skills, are given too little opportunity to put these into practice and so develop independence in their learning. Most teachers do make every effort to encourage writing skills in these subjects but there are some occasions when published worksheets are overused and this inhibits the development of writing.
133. In lessons, the attitudes and behaviour of the pupils are satisfactory. They enjoy the lessons and are very willing to take part in discussion sessions. There are occasions when a minority become restless and lack concentration and sometimes this has a disturbing effect on the rest of the class. In group activities they work hard and despite the difficulties some have with, for example, spelling and punctuation, they complete a satisfactory amount of work. The quality of teaching in history is often good. Lessons are well planned and the work set for the pupils takes note of their abilities. Discussion is encouraged and explanations given clearly. The pace of lessons is sometimes too slow and this occurs when pupils are not made fully aware of the teacher's expectations of their behaviour. Teachers are aware of the need to assess pupils' learning and there are good examples of this being done especially in geography. Good use is made of visits to museums, parks, a farm and the immediate locality. These have a beneficial effect on their learning.
134. Staffing changes have meant that the management of the subjects is at present being co-ordinated by the temporary deputy headteacher who is only at the school for a short time. She is preparing a newly qualified teacher to assume the role. There are both policies and schemes of work for history and geography and all staff are aware of the topics to be covered during each half term. This ensures a sound coverage of the requirements of the National Curriculum. Resources for the subject are satisfactory, although there is a lack of artefacts, posters, books to support research, maps, charts and atlases.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Standards are below national expectations at the end of both key stages. The quality of learning and recent progress over time are satisfactory.
136. Pupils are receiving systematic experiences of the subject from year to year but information and communication technology (ICT) is not used sufficiently across most areas of the curriculum.
137. By the end of Key Stage 1, most pupils have a basic familiarity with the hardware and the programs in use. They have satisfactory control of the mouse and know basic keyboard functions. Year 2 pupils learn to create pictures and 'paint' them on screen. With help they draw a leaf and include elements of its structure. They paint it in a range of appropriate colours. They talk about their work and use a good range of appropriate vocabulary. For example they use the terms mouse, click, file, undo in their correct contexts. These pupils know how to save a file. They can also load and use a computer disc in order to find out about the different parts of a plant. Pupils also learn to word process and by the end of Key Stage 1 the higher attaining pupils can change both case and font, print out work and save it to disk unaided.
138. Year 3 pupils insert graphics into text and print out the results. Year 5 pupils use the computer to generate pie charts and block graphs based on data they gather. They are then able to extract information from these graphs. Year 5 and Year 6 pupils extend their word processing skills and draft and re-draft text on screen. By the end of Key Stage 2, most pupils are confident in using computers and have a satisfactory range of basic skills. However, they have only a developing awareness of the power of ICT. Pupils are now following an appropriate programme of study and they are making satisfactory progress as they move through it. However, the older pupils lag behind the point in the programme where they should be. Nevertheless, the school has adopted the correct strategy in working with Year 5 pupils on units written for those in Year 3. In order for these pupils to reach average attainment levels by the end of Key Stage 2, learning will have to be accelerated.
139. Some examples of the use of ICT in science, art and mathematics are evident but to further pupils' understanding of the power and usage of ICT pupils need to be using it more widely across the curriculum. This was a concern in the last report and still remains one.
140. Teaching in the two lessons observed during the inspection was good. These teachers display a secure understanding of the subject and have good subject knowledge which enables them to help pupils develop their ICT skills appropriately. Lessons are planned which build into a coherent programme of work. However, teachers are not maximising opportunities for pupils to use computers in all curriculum areas.
141. Management of the subject is satisfactory. A good training programme has contributed to raising teachers' levels of confidence. Resources are unsatisfactory and the school realises that there is a need to improve these in order to develop the subject further. However, there are times when the existing computers are under-used as ICT does not sufficiently extend across the whole range of the curriculum. But when pupils are receiving class based instruction in the use of computers there are insufficient machines available for pupils to receive an appropriate amount of 'hands-on' activity time.
142. Information and communication technology is a priority in the school development plan. A good scheme of work has recently been developed and teaching has improved. The school has made satisfactory progress in this area since the last inspection.

MUSIC

143. Standards in music in both key stages are in-line with those compared with pupils of a similar age. There was little opportunity to observe music lessons due to timetable arrangements. Judgements have been made through the scrutiny of documentation, talking to staff and pupils, observation of hymn practice and the singing in assemblies. Music has not been a key priority due to competing demands of the core subjects. However, the subject co-ordinator has ensured that music has an important role in the school through the promotion of concerts and music events, visits to the local theatre to see music performances, such as Joseph and his Technicolour Dreamcoat and Grease. There is a strong

emphasis on dance in the school with the overall aim to enrich the curriculum through the development of a creative arts programme integrating music, dance and drama.

144. Pupils' singing has been targeted as an area for development and each week a pianist visits the school to accompany singing for hymn practice across both key stages and the with the foundation years. Singing quality was controlled and warm, with words clearly enunciated and overall pitch was satisfactory. Pupils have a good feel for rhythm and expression in their singing and this was clearly demonstrated in their singing of 'From a tiny ant' and 'You shall go out with joy.'
145. There was limited evidence of composition and listening to music. However, interviews with pupils show that pupils have little experience of graphic scores and they are not fully taught the formal stave and notation. However, the school has recognised this and has arranged a course on creative learning and music making planned for this term. Evidence of music planning for class lessons show that pupils experience a range of musical activities. For example, in Key Stage 1 they sing simple songs from memory and learn to develop control of breathing the dynamics and pitch of songs. Pupils enter the hall for hymn practice to the music of Vivaldi's Winter from the Four Seasons. Scrutiny of previous lesson plans across both key stages show that provision for music is developmental and consists of regular practice in clapping rhythms and responding to 'question and answer' rhythms, exploration of sounds, including those of percussion instruments. Work is continued on dynamics with loud and soft and pitch with high and low sound covered. A range of songs are learnt which cover music from around the world.
146. There is a policy written in 1998 which is to be reviewed in 2001. A long-term plan is at present in its draft form, targeting the National Curriculum programmes of study for music. The subject has now incorporated a national guidance for music for the medium-term planning. This guidance is very supportive to teachers who are not so confident in their knowledge, understanding and skills in teaching the subject. Music is incorporated within other curriculum areas such as religious education, geography and history. The effectiveness of this is seen in teachers' planning. For example, during the inspection Year 5 undertook a music lesson which had cross-curricular links with science through the investigations into vibrations.
147. Pupils' attitudes to music are good. However, some pupils were apt to get over-excited in the singing sessions, but this was promptly dealt with by the teacher.
148. It is not possible to give a judgement on the quality of teaching as not enough lessons were observed. There is no visiting instrumental teaching available at the moment. However, the school is planning visits from the local education authority's music support team for music workshops and introduction to instrumental teaching. Pupils have had the opportunity to see a performing arts group and the school has developed outdoor music with wind chimes in the garden area.
149. An audit of music resources in 1999 revealed that there were very few instruments and recorded music on tapes and CDs. However, an additional allocation of funds from the local education authority ensured more resources were purchased, at present resources are unsatisfactory and the range of music for listening and appreciating is limited.
150. Due to the low priority of music over the past two years it is intended to highlight music in the next School Development Plan.

PHYSICAL EDUCATION

151. Only lessons in dance and gymnastics were observed during the week of the inspection. Teachers' planning covers all elements of the National Curriculum programmes of study and the subject is allocated sufficient time. Standards are in line with national expectations at the end of both key stages and there is no significant difference between boys and girls. This judgement also applies to pupils with a special educational need and to those for who English is their second language. There was no reference to physical education in the previous report so it is not possible to make comparisons. All groups of pupils attain well in relation to their prior attainment.
152. Younger pupils are beginning to move with control and co-ordination and respond well to the teacher's instructions. They are adept at the basic movements of jumping, skipping and marching and move about the hall safely. Pupils respond to the sounds made by instruments and their movements reflect different

types of weather such as rain, thunder and sunshine. This provision has a positive effect on their language development. They show an understanding of direction and speed and higher attaining pupils in the Reception class demonstrate confidence and poise in their movements. Pupils are aware of the effect of exercise on their bodies, for example an increase in the rate of their heartbeat.

153. Older pupils in the Junior department respond to music by linking dance movements and perform their routines following instruction appropriately. They explore and select appropriate movement patterns for a dance linked to the music 'Them bones, them bones them dry bones'. Higher attaining pupils show a sense of rhythm and are beginning to understand that they must move to the beat of the music. In a gymnastics lesson pupils explore and practise matching and mirroring actions. They plan, perform and evaluate with a partner and develop longer movement sequences on the floor. Year 5 and 6 pupils make good progress in learning to swim and by the time they leave the school the great majority can swim 25 metres. Pupils take part in competitive soccer and netball matches with some success and also compete in the Aldersley Town Sports. Year 6 pupils visited a Residential Centre for three days and developed skills in activities such as kayaking, rock climbing, abseiling, archery and orienteering. Pupils also had to wash up and make their own beds. These experiences develop the social skills of the pupils and help them to grow in independence. Three members of staff organise extracurricular activities for netball, soccer and dance. This is an area of school life that that could be extended so that pupils are offered a wider range of experiences.
154. The behaviour and attitudes of the pupils are satisfactory overall. They enjoy physical education, are enthusiastic and put a lot of effort into their work. The great majority listen carefully to the teachers and follow instructions and show that they can work co-operatively in groups. The majority also has a good understanding of the safety requirements of the subject. A minority, in Key Stage 2, has not yet developed satisfactory routines of good behaviour and there are occasions when teachers are not assertive enough in insisting upon quietness in lessons. Pupils often react very well when teachers take an active part in lessons and are good role models. They imitate and follow the example of the teacher and this often enables them to develop their skills and confidence. In lessons the quality of teaching is good overall though there are occasions when the teacher's behaviour management strategies are unsuccessful and pupils are not made sufficiently aware that teachers have high expectations of their behaviour. Lessons are well planned and include warm-up and cool down activities. Where good or very good teaching takes place, for example in the Reception and Year 4 class, teachers take an active role in the lesson and give sufficient time for pupils to reflect on and refine their own movements. Good use is also made of the demonstration of good work. Good use is made of support staff to help pupils for whom English is a second language. Teachers and pupils are always appropriately dressed. Only one unsatisfactory lesson was seen in Key Stage 2. In this lesson, the teacher did not manage pupils' behaviour appropriately and this resulted in pupils not making sufficient gains in learning, because they did not execute the teacher's instructions appropriately.
155. The subject is well managed by an enthusiastic co-ordinator and the school has an appropriate policy and scheme of work. This provides for the planned progression of skills throughout the school. Planning often, though not always, takes account of the need for assessment of the progress of pupils. However, the monitoring of lessons to ensure that teachers have high expectations of the standards of pupil's work has not yet been thoroughly developed.

RELIGIOUS EDUCATION

156. Standards in religious education are below expectations at the end of both key stages, but pupils achieve well in relation to their prior attainment. There is insufficient recorded work in religious education, this is because the scheme of work has only recently been implemented. Worksheets are overused, and teachers have not placed a high enough priority on recording work. By the end of Key Stage 1, pupils recount outlines of religious stories. They know the story of Easter, Christmas, Diwali and they know the main events and characters of the story of the Good Samaritan. Pupils recognise features of religious practice and they know that at Harvest time, thanks is given to God for food and that special clothes are worn by people of different faiths who are associated with different places of worship. For example in Year 2 pupils know that Sikhs wear turbans, Muslim women keep their head covered as a sign of modesty and that priests in Christian Churches wear robes with symbols of the cross. However, pupils do not readily contribute to asking questions about the religious material studied and cannot identify that there are commonalities of practice of worship in different religions.

157. By the end of Key Stage 2, pupils can identify that religious symbols have meanings. For example they know the meaning of the 5 k's in Sikhism, that Muslims believe that Muhammad is God's messenger and that Jesus Christ is the Son of God. Pupils know about rites of passage and that founders of faith have very strong beliefs. They know that Mother Teresa, Ghandi and Martin Luther King had strong courage of conviction and that they sacrificed their lives for the benefit of other people. Pupils know that death can be understood as a celebration of life and that different religions have different burial rites. The quality of pupils' written responses is limited. This is because, as yet, the school has not identified opportunities for literacy to be incorporated in the religious education scheme of work.
158. The quality of teaching is good and this has a positive effect on pupils' good attitudes which demonstrate reverence towards other people's beliefs. Teachers give good explanations and one example of excellent teaching was seen in Year 5 where the teacher kept pupils very interested in Sikh symbolism. She showed great consideration and respect for the religious beliefs of all pupils and gave very good explanation as to how faith can pull us through life's difficult moments. The co-ordination of the subject is good. Staff approach the co-ordinator with queries which she readily sorts out and ensures that the subject is resourced adequately.