

INSPECTION REPORT

HOLY TRINITY RC PRIMARY SCHOOL

Bilston

LEA area: Wolverhampton

Unique reference number: 104378

Headteacher: Mrs C McNally

Reporting inspector: Miss M A Warner
17288

Dates of inspection: 14th – 18th February 2000

Inspection number: 191586

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:	Voluntary aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Fraser Street Bilston West Midlands
Postcode:	WV14 7PD
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Higgs
Date of previous inspection:	27 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Miss M A Warner	Registered inspector	Music Under fives English as an additional language	The characteristics of the school Results and achievements Teaching and learning Provision for pupils' spiritual, moral, social and cultural development
Dr I Blair	Lay inspector		Pupils' attitudes, behaviour and attendance Partnership with parents
Mrs S Boyle	Team inspector	Mathematics Geography Special Educational Needs	The school's care for the pupils Leadership and management Personal development and relationships
Mr G Gaskill	Team inspector	Science Information and communications technology Design and technology Equal Opportunities	Curriculum and other opportunities
Mrs M Vallis	Team inspector	English Art History Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Trinity is a multi-cultural Catholic primary school on the outskirts of Wolverhampton serving the parish of Bilston. Its size is similar to that of other primary schools nationally, with 236 pupils on roll, including 26 part-time places in the nursery and 12 children under-five in the Year R. Pupils' attainment on entry to nursery is below expectations, but, by the time they are five, is in line with the national average, with many pupils reaching above average standards in their personal development. There are 61 pupils with special educational needs, which is above the national average, but no pupils have statements of need. The number of pupils for whom English is an additional language, twenty-five, is well above the national average. The school is a capital challenge school for information and communications technology, part of a Sure Start identified zone and is part of the local ethnic minorities additional grants initiative. The headteacher and many of the teachers have been appointed recently.

HOW GOOD THE SCHOOL IS

Holy Trinity is a Catholic school with a common purpose which aims to do the best for all its pupils. Its shared commitment to improvement and capacity to succeed is now very good. The number of pupils with English as an additional language is well above the average, yet standards in English are mainly in line with the national average because teaching is good. The leadership and management of the school are sound, with a new headteacher recently in post. At the time of the inspection, the school gives satisfactory value for money.

What the school does well

- Pupils' attainment is at least in line with national expectations throughout the school and is above expectations in history by the end of Key Stage 1 and science and physical education by the end of Key Stage 2. They are well above expectations in art by the end of Key Stage 2.
- The recently appointed headteacher provides very clear, purposeful leadership.
- Staff are committed to the work of the school and have the skills, knowledge and expertise to move the school forward.
- The quality of teaching is good.
- The school makes very good use of people and organisations in the community.
- There is excellent provision for pupils' spiritual development and very good provision for their moral, social and cultural development.
- Provision and support for pupils' personal development is very good.
- There is good provision for pupils with special educational needs.
- Attitudes, values, relationships and behaviour are very good.
- The parents and pupils' have a very high regard for the school.
- Good quality, colourful displays set high standards and enhance the learning environment well.
- The implementation of the school's aims in the everyday life of the school is very good.

What could be improved

- The quality of provision in information and communications technology. For example, the school does not fulfil statutory requirements, has limited resources and staff are not sufficiently trained in its use;
- The quality of long-term development planning, including financial planning;
- The development of whole-school schemes of work for science, information and communications technology and all foundation subjects; (Already identified by the school)
- The systems for monitoring and evaluating the work of the school by governors, senior management and co-ordinators and the effectiveness of the senior management team by the appointment of a deputy head;
- Provision for outdoor play in the nursery. (Already identified by the school)
- Standards in writing of higher-attaining pupils and the use of a cursive handwriting style for all pupils by the end of Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress overall in remedying the following weaknesses identified at the 1997 inspection:

- Year 1 and Year 2 are now taught in separate classes and the needs of groups of pupils are more appropriately met;
- Writing has improved from well below to close to the national average in Key Stage 1;
- There are now subject co-ordinators for all subjects and their roles are well understood;
- All links with parents, including the school's information for parents and parents' involvement in their children's learning have improved.

The following improvements have also been made:

- Standards in science, art, music and physical education;
- Targeted support for pupils who have English as an additional language;
- Provision for outdoor facilities in physical education and resources in history, geography, design and technology, information technology and music;
- Provision for the cultural development of pupils;
- There is now coherence between planning for the nursery and reception class;
- Pupils' attendance and punctuality have improved.

Insufficient progress has been made in improving the following weaknesses identified in 1997:

- Although writing has improved in Key Stage 1, standards are still below the national average;
- Reducing the current level of budget under-spend and revising the long-term school development plan, identifying priorities and costings;
- Providing a safe and well-equipped outdoor play space for nursery children. The school is aware of this and has identified the need to improve this.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			Similar schools	
	1987	1998	1999	1999	
English	E	C	C	B	well above average A above average B average C below average D well below average E
Mathematics	D	D	D	C	
Science	D	D	C	B	

- Standards in English are in line with the national average in speaking, listening and reading, and below average in writing at the end of Key Stage 1. They are in line with the national average in reading and writing and above in speaking and listening by the end of Key Stage 2.
- Standards in mathematics are close to the national average at the end of Key Stage 1 and below the national average at the end of Key Stage 2.
- Standards in science are above the national average at the end of Key Stage 1 and in line with the national average at the end of Key Stage 2.
- Standards in all three subjects dipped in 1997 and 1998, but have risen in 1999 at the end of Key Stage 1. Overall, they have been steadily rising at the end of Key Stage 2.
- Standards are well above similar schools in English and science by the end of Key Stage 2 and are in line with similar schools in mathematics.
- Standards of pupils on entry to the nursery are below those that expected of children of their age.

By the time they are five standards are still below average in reading, but in line with those expected in other areas of learning. They are above expectations in their personal development.

- Standards in art, design and technology, geography and music are satisfactory and are good in physical education in Key Stage 1. They are satisfactory in design and technology and music, good in geography, and very good in art and physical education in Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a very positive attitude and respond well to the friendly caring ethos of the school. These factors make significant contributions to their learning.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. They respond positively to the purposeful structure of lessons and to the 'Super Stars' scheme. Pupils' good behaviour on visits brings credit to the school.
Personal development and relationships	Very good. The school's very positive ethos contributes well to pupils' personal development. Staff know the pupils well and there is a comprehensive personal and social education programme.
Attendance	Satisfactory for most pupils, although attendance in the last year fell to a level considerably below the national average. The main reasons for absence are pupils helping parents at home and taking holidays during term time. Punctuality has improved.

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

97 per cent of lessons are satisfactory or better, 28 per cent are very good or better and 3 per cent are unsatisfactory.

Literacy is taught skilfully, with the quality of teaching good in both key stages. The teaching of numeracy is satisfactory. Teachers are at present developing the national numeracy strategy and the use of time in numeracy lessons varies in effectiveness more than in literacy lessons. The school meets the needs of all pupils, including those with special educational needs, well. Strengths of teaching are good planning, high expectations, good pace, good questioning of pupils, good resources and work usually well matched to pupils' attainment. Weaknesses are in the use of some introductory and plenary sessions, undemanding tasks for higher attainers in mathematics at Key Stage 1 and the planning of science lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, except that the full National Curriculum requirements for information technology are not taught in Key Stage 2, due to circumstances beyond the school's control. The nursery and Year R provision enables children to reach expected standards. There is an interesting range of extra-curricular activities.
Provision for pupils with special educational needs	The progress made by pupils with special educational needs is good. Support staff work closely with teachers in planning for their individual needs.
Provision for pupils with English as an additional language	Satisfactory progress is made by pupils with English as an additional language. Additional support is provided as needed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' moral, social and cultural development and excellent provision for their spiritual development in assemblies and throughout the curriculum. This school works closely with the church and community. The school works particularly well with the Asian families in promoting and learning about their culture.
How well the school cares for its pupils	The school provides good care for its pupils. There are good procedures in place for monitoring attendance and behaviour and satisfactory procedures for monitoring academic progress. Assessment is used well in teachers' planning.

There has been a significant improvement in the partnership between the school and parents since the previous inspection. This is due to the hard and effective work of the headteacher. The involvement of parents in the work of the school is improving rapidly and is now making a positive contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The recently appointed headteacher provides very good, clear educational direction for the school. Leadership and management of the school, overall, are satisfactory. The headteacher's and teachers' shared commitment to improvement is very good.
How well the governors fulfil their responsibilities	The effectiveness of the governing body in fulfilling its responsibilities is satisfactory. There has been a recent restructuring of the governing body, which has resulted in a closer partnership between staff and governors.
The school's evaluation of its performance	Monitoring and evaluation of the school's performance are satisfactory, overall. The school's arrangements for appraisal are unsatisfactory.
The strategic use of resources	Satisfactory, overall, as specific grants are used very effectively, there is a very good match of teachers and support staff to the demands of the curriculum and resources are adequate. However, it is unsatisfactory, in that a strategic plan for the financial under-spend has not been implemented since the last inspection.

The strengths of leadership and management are in the clear direction given by the recently appointed headteacher and the action taken to meet the school's targets. Weaknesses are: insufficient financial planning, the school's arrangements for appraisal and the monitoring, evaluation

and development of teaching. The adequacy of accommodation is good, although storage is limited. Resources are satisfactory. The school applies 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"> • Their child likes school. • The school expects their child to work hard and achieve his or her best. • The teaching is good. • Pupils are treated as individuals. • They feel comfortable about approaching the school with questions or a problem. • The behaviour in the school is good. • The school is well led and managed. The parents have great respect for the new headteacher who has made this a happy school. 	<ul style="list-style-type: none"> • Working closely with parents. • Information about their child's progress. • The amount of homework given especially at Key Stage 1.

Other issues raised by parents

- Lack of a male teacher as a role model for the boys.
- Lack of opportunity for pupils to learn a musical instrument.

The inspectors agree with the positive views of parents, except for the absence of a deputy head.

Inspectors do not agree with their concerns

- Information for parents about their child's progress is good. Annual reports give individual pictures of the child, what they are good at and where they need to improve. Parents are informed about target setting for their child and are given an outline of the work to be covered during the year. There are three formal opportunities for parents to discuss their child's progress with the class teachers each year and ample opportunities for informal contact.
- Partnership with parents is improving rapidly and the involvement in the work of the school makes a positive contribution to learning. Each class teacher has a homework strategy, which is explained to parents at the October meeting. Homework is set, even in Key Stage 1 and is recorded and checked by tests in class.
- Female class teachers ensure that there is sufficient male emphasis to encourage the interests of boys. Those visitors who contribute to lessons are often male and effective role models are provided by the men who assist in extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry to the nursery class is below the national average. Base-line assessment for the present pupils in the Year R show that on entry to statutory education, attainment is mainly in line with that expected of pupils of their age, although it is above in their personal development and below in their reading. The progress children under five are making has been satisfactory and is now good.
2. In English, National Curriculum test results in 1999, when based on the average point score, showed that attainment in reading at the end of Key Stage 1 was close to the national average. Attainment in writing was below the national average. In comparison with similar schools, however, pupils' performance in the reading tests was well above average and close to the average in writing tests. Teacher assessments confirm the test results in both reading and writing. Attainment in reading at the end of Key Stage 1 was above for boys and close to the national average for girls. Attainment in writing was below for both boys and girls. Attainment in the tests at the end of Key Stage 2 was close to the national average when based on the average point score and inspection findings confirm this. It was well below at level 4 and close to the average at level 5. Teacher assessment showed that more pupils were expected to reach the higher level 5 than did. Attainment was above average in comparison with pupils from similar schools. Over the last three years results at the end of Key Stage 1 have closely followed the national trend in reading and risen sharply in writing. The trend over time in Key Stage 2 shows a sharp rise from 1997 to 1998, becoming in line with the national average in 1999. The attainment in English of boys at the end of Key Stage 2 was close to the national average, whereas the attainment of girls was below the national average.
3. Overall, the inspection evidence indicates that attainment in English at the end of Key Stage 1 is in line with the national average in speaking, listening and reading, but is below average in writing. Where writing is unaided, sentence structures often break down. Attainment by the end of Key Stage 2 is in line with the national average in reading and above the national average in speaking and listening. This has been aided by pupils' highly developed social skills, which ensure that opportunities to communicate in different ways are a pleasant, as well as effective, experience. Attainment in writing by the end of Key Stage 2 is in line with the national average; writing is often well organised with good efforts being made to engage the reader. Good progress has been made and pupils' achievements in writing are therefore generally good, but too few pupils are using a cursive style and a pen by the time they leave the school.
4. The National Literacy Strategy (NLS) has been well implemented and is contributing to the progress pupils make. Good, new resources help to support the teaching of pupils of all attainments. Teachers have made good use of their training and teach the literacy hour, including phonics, well. Listening is well supported through lessons such as history and geography where sources of evidence are studied and the written word is used for a range of purposes. Cross-curricular work, associated with visits such as those made to Bantock House or Kingswood, is proving effective in helping to raise standards in writing.
5. In mathematics, pupils' attainment in the end of Key Stage 1 National Curriculum tests in 1999 was close to the national average at the expected level, but below average at the higher levels. In the tests for eleven year olds, the results were well below at both the expected level and the higher level. When compared with similar schools the Key Stage 1 results were above average, while the Key Stage 2 results were average. Key Stage 1 results have remained fairly consistent over a three-year period and the Key Stage 2 results have improved over the same period. Inspection evidence shows satisfactory attainment at the end of both key stages. By the end of both key stages, pupils' attainment in number, shape and space are at least satisfactory and in several lessons observed the standards achieved by many pupils in number were above average. Pupils' attainment in this area has improved significantly since the last

inspection.

6. Pupils' attainment in mental mathematics is sound in Key Stage 1 and, by the end of Year 6, they are working confidently with large numbers and can solve problems systematically. Year 6 pupils also have a good knowledge of space, shape and measurement and become increasingly confident in handling data and using and applying mathematics across the curriculum. Throughout the school, pupils are making good progress in mathematics and their achievements are, therefore, good.
7. An appropriate balance between the National Numeracy material and a published scheme results in pupils being well motivated and stimulated by the tasks presented to them. All teachers have now received training in the National Numeracy Strategy and this has increased their confidence in planning and assessment. As the strategy has only recently been introduced and the management of time within the daily mathematics lessons varies, it has yet to make a significant impact on standards.
8. Teacher assessment for the 1999 Key Stage 1 SATs, gave results at the expected level 2 which were well above those of all schools and in the upper quartile for similar schools. An analysis of test results over the last three years for Key Stage 2 SATs shows a steady improvement. Results in 1999 became in line with the average for all schools and above it for similar schools. At the end of both key stages, standards indicated by inspection evidence and the most recent outcomes of SATs are similar.
9. Attainment in science at the end of Key Stage 1 is above the national average. This is an improvement since the last inspection. Attainment by the end of key Stage 2 is in line with the national average. This is similar to the previous inspection. The good standards now found in Key Stage 1 have yet to lead to improved results in Key Stage 2.
10. The progress of pupils with special educational needs in relation to their prior attainment in English is good. In mathematics, they make good progress in relation to their targets and in science they make satisfactory progress. Their progress is good in art, as they are aided by suitable tasks. In design and technology, particular thought is given to pupils' special needs. For example, they are provided with left-handed scissors and they make satisfactory progress. They make good progress in history, geography and information and communications technology. In physical education, they make satisfactory progress in line with their peers.
11. In information and communications technology, attainment at the end of Key Stage 1 is in line with national expectations. Pupils confidently use the computer as a word processor, correctly using and naming the caps, space, delete and directional keys. They use appropriate programs to make block graphs, using "click and drag" features. There is no evidence that they can control a programmable robot and their use of simulation programs is limited. Attainment at the end of Key Stage 2 is below average. For example, pupils do not demonstrate sufficient skills in controlling objects using computer programs, using probes to monitor physical data, such as temperature and light, and using simulations and modelling. Work with databases and spreadsheets is good, however. Higher-attaining pupils give clear reasons why a particular graphic representation suits the presentation of temperature variation in different parts of the world.
12. Progress in the foundation subjects in Key Stage 1 is satisfactory in art, design and technology, geography and music. It is good in physical education. In Key Stage 2 it is satisfactory in design and technology, music and physical education and very good in art. Only one lesson was seen in Key Stage 2 in geography and progress in this lesson was good.
13. Satisfactory progress is made by pupils with English as an additional language. Additional support is provided when particular needs are identified through base-line assessment and support is given in Year 1 or for mathematics in Year 6. For example, in information technology they gain a satisfactory understanding of the technical terms used in their work with spreadsheets and databases.
14. In a small minority of lessons, there is too little challenge for the higher attaining pupils.

15. The school has set achievable targets in consultation with the local education authority.

Pupils' attitudes, values and personal development

16. Pupils are clearly very proud of their school and are eager to talk to visitors about it and to show them their work. This very positive attitude is in response to the friendly, caring ethos and makes a significant contribution to their learning. As a result of the overall good standard of teaching, pupils listen attentively in class, concentrate on their work and generally keep on task. Even where teaching sessions are quite long, especially for the younger pupils, their interest is maintained because of the variety of work that teachers build in to their lesson plans. The positive response of pupils to good teaching is clearly demonstrated in their reaction to 'question and answer' sessions used by teachers in lessons and on other teaching occasions such as assemblies. Pupils' eagerness not just to respond but also to give the correct answer is highly commendable. Those pupils who participate in the sporting and extra-curricular activities provided by the school do so with enthusiasm and commitment. This is an improvement since the last inspection. For some activities, however, the number of pupils taking part is small and there are many pupils who do not participate at all.
17. Overall, the behaviour of pupils in the classroom is very good. This arises in part from the purposeful structure and interest of the majority of lessons. Another contributory factor is the initiatives that the school has taken, for example, the 'Superstar Steps' scheme, to encourage good behaviour. As a result, pupils get the most out of their time in school. Although there were three exclusions involving two pupils in the last academic year, all were for a fixed term (indeed, one was over a lunch-time) and these were exceptions to the general pattern of behaviour of the overwhelming majority of pupils. Procedures for monitoring and eliminating oppressive behaviour are good. Pupils also behave very well around the school, for example on the playground, the sports field and at lunch. At play, it is noticeable how well integrated those from ethnic minorities are with the rest of the pupils. Lunch is a civilised social occasion which makes a significant contribution to pupils' personal development. There is no evidence of graffiti around the school and very little litter, demonstrating pupils' respect for property. Parents remark how well pupils behave when out of school on trips and how this brings credit to the school. The ethos of the school is that good behaviour is the expectation and pupils respond positively to this. Pupils are positively encouraged to have responsibility and show initiative and the school tries to follow up pupils' own ideas,
18. The level of attendance for nearly all pupils is satisfactory, although for a few individual pupils it is less so. For example, there are some cases where pupils are kept off school to help their parents at home and some families take pupils away on extended visits to their countries of origin. A major contributor to authorised absence is the taking of family holidays during term time, particularly in the autumn. Attendance in the last academic year dropped to levels considerably below the national average and this was because of a handful of pupils in Year 6 whose attendance was very poor, with a lot of unauthorised absence. This year, levels of both attendance and unauthorised absence are approaching the national average and the school has sound strategies in place to maintain and hopefully improve these levels. Registration procedures are good and fully meet legal requirements. For example, registers are called at the start of both morning and afternoon sessions and they are accurately marked and neatly kept, with any unexplained absences rapidly and effectively followed up. Pupils generally arrive promptly for school and punctuality is further encouraged by the 'Early Bird' scheme, which the school has recently introduced and this is appreciated by both pupils and their parents. The school receives strong support from the education welfare officer who visits the school once a week and who has established a good working relationship with both staff and parents.

HOW WELL ARE PUPILS TAUGHT?

19. In ninety-seven per cent of lessons the quality of teaching is satisfactory or better, which is even higher than at the last inspection when it was judged to be a strength. In twenty-nine per cent it is very good or better and in three per cent it is unsatisfactory. Overall, it is good in all three key stages.

20. Teaching of the under-fives is good in the nursery and very good in Year R. In Key Stage 1, there are clear plans and high expectations in most lessons, with good cross-curricular links, such as in music and history. Teachers match their questioning well to the attainment of different pupils, developing their language skills effectively. They have very good expectations of the pupils. In mathematics, resources are used well to meet the learning objectives of the lesson, assessment is used well to check pupils' prior knowledge and visual aids such as glove puppets are used well to get a clear message across. Pace is good because routines are clearly understood. Teachers manage pupils very well in physical education and learning is effective as a result of good demonstration by teachers and pupils. Plenty of time is given for pupils to practise and improve their work. When teaching is weak there are unclear guidelines on presentation, some unfocused handwriting practice, or plenary sessions are not used well to correct pupils' misconceptions. In mathematics, tasks are sometimes not demanding enough for the higher attainers. In science lessons, plans are sometimes too general and the pace of the lesson is too slow.
21. In Key Stage 2, lessons are well planned and work is well matched to the different attainment of pupils. Objectives are set clearly at the start of the lesson with targets written on the board. There are good question and answer sessions, excellent relationships and praise is used well to reward and encourage, in particular, the less confident. Resources are used well, particularly in science, and assessment is used well to produce positive changes to the development of the lesson. Reference books are made available and plenary sessions are used well to evaluate and reinforce pupils' learning, correcting any misconceptions. In English, strategies for reading and spelling new words are taught well. In mathematics, technology is used effectively. For example, the overhead projector is used to demonstrate to the class how to measure angles with a protractor. At the end of a design and technology lesson pupils are well led through what they have been working at and are helped to evaluate their work. There are good role models and team teaching during singing at a key stage in hymn practice, but more attention needs to be given to pitch in class lessons. In science, too much is sometimes planned for one lesson. Working space can sometimes be cramped in art, if the 'shared area' is not used. In mathematics and design and technology, there are sometimes over long introductions. Suitable amounts of homework are set, even at Key Stage 1, and this is recorded and assessed by tests in class.
22. Literacy is taught skilfully, with the quality of teaching good in both key stages. The teaching of numeracy is satisfactory. Teachers are at present developing the national numeracy strategy and the use of time varies more than in literacy lessons
23. The school generally meets the needs of all pupils, including those with special educational needs, well. In a small minority of lessons, there is too little challenge for the higher attainers. The teaching of those with English as an additional language is satisfactory in lessons and there is good provision in withdrawal classes for targeted support.
24. Particular strengths in learning are the very high standards of behaviour, the way pupils listen to teachers, responding promptly to their questions; the evaluating of each other's work and learning from it; their self control, particularly in Key Stage 1 music lessons, when they sit quietly with their instruments, and the fact that pupils know what is expected of them and carry out practical tasks sensibly. Pupils give thoughtful answers to questions and make good attempts to explain what they mean, such as in science. In physical education at Key Stage 2, pupils watch each other's demonstrations with obvious enjoyment and appreciation. Where there are weaknesses in learning, tasks set for pupils are not properly explained, the pace of the lesson is slow, for example in mathematics or, in one lesson, pupils talked across the room to one another. There are minor disruptions when space is cramped, for example, in information and communication technology.

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

25. The school provides a broad curriculum which covers all subjects of the National Curriculum. The desirable learning outcomes feature for all children under the age of five, which is an improvement since the last inspection. Appropriate provision is made for the National

Strategies for literacy and numeracy. The curriculum is balanced, with the exception of information technology, where the full National Curriculum programme of study is not taught at Key Stage 2. The school has worked very hard to significantly improve provision for information and communication technology, but the impact has been held up by technical problems beyond the school's control. The combination of a computer suite, suitable for half a class, and key stage and class based computers is satisfactory. Since the last inspection, pupils are now taught in separate year groups for lessons and the needs of different groups of pupils are more appropriately met.

26. The "family life" and science aspects of the school's curriculum appropriately include sex education. The school nurse effectively enhances education relating to the misuse of drugs and adolescence. Overall provision for pupils' personal, social and health education is a strength of the school, with assemblies making an excellent contribution. Religious education and collective worship will be the subject of a separate diocesan inspection report.
27. There are suitable whole-school schemes of work for literacy and numeracy. The remaining subjects are based on schemes provided by central government or, for music and physical education, other appropriate sources. The school is sensibly using a common structure for the interpretation of these schemes for curriculum planning for a period of half or a whole term. Using these published guidelines puts the school in a good position to produce their own whole-school schemes of work for all subjects and also to respond to curriculum changes being made at national level. Termly plans are based on subjects. All teachers are making practical use of information and communications technology to record their planning.
28. The school complies with the requirement of the Code of Practice in relation to the special educational needs register and the governors' annual report to parents provides good information in the special educational needs provision. Support from external services is inadequate. Nevertheless the staff make every effort to meet the pupils' individual needs. Parents are involved at the earliest opportunity and their views are valued. They are involved with termly reviews and are encouraged to come into school to discuss any concerns they may have. The governors give high priority to special educational needs. There is a named governor who is well informed about the school's provision.
29. The school provides an interesting range of extra curricular activities, which include sport, mathematics, language and science. Pupils attending these sessions enjoy the activities and benefit from them. In 1999, an after school "Booster Club" helped individual pupils raise their attainment to Level 4 in the Key Stage 2 National Curriculum tests. The school is currently offering this facility in school time so that pupils who are reluctant to attend after school will also benefit. This is one example of how the school effectively promotes equality of access to the opportunities it offers. The school makes caring and practical arrangements for all pupils to benefit from what it provides.
30. The school makes very good use of organisations and individuals from the local and wider community to enhance the curriculum. For example, parents and other adults bring in their old toys to give relevance to history studies at Key Stage 1. Parents act as "Book Buddies" to promote reading. Planned use is made of art galleries, museums, a zoo and the fire service as learning resources. Residential experiences and day visits develop pupils' social skills and promote learning in the humanities and science.
31. Sporting links with other primary schools have improved, but there are no current curriculum links with the associated secondary school. The school welcomes nursery nurse placements and has clear procedures to ensure that both the school and student benefit. Pupil placements take place from the local secondary school to mutual advantage.
32. The school makes very good provision for pupils' moral, social and cultural development and excellent provision for their spiritual development. As a Catholic school, the whole life of the school is based on the belief in Jesus as Saviour and Redeemer. The school works closely with the church and community. Spiritual, moral, social and cultural development is promoted very well in assemblies and across the curriculum. Assemblies, classroom prayers at the beginning and end of each session and the weekly school Mass are valued times of spiritual renewal. Music plays quietly as pupils come into assembly. They are reflective and come in silently and

reverently. Absolute stillness is experienced before prayers are said. In lessons, pupils learn not only about Christianity but also about other world religions, particularly Hinduism and the Sikh religion. This is reflected in displays in the school. The quality of relationships is very good. Spirituality is promoted across the whole curriculum. For example, in science, pupils consider concepts of human life such as what is God-made and what is man-made in creation. They consider their own responsibility for the environment. In geography in Year 4, pupils complete a 'One World' study unit with particular reference to the faiths of pupils in their own class. They learn about and experience western and aboriginal art and dance from around the world. In history, they look at the different values and conflicts in the past and consider what can be learned from them, identifying ways in which they were or could have been resolved. Concepts of 'good' are challenged and what is taught is related to the pupils' own lives.

33. Moral values are taught in assemblies, class and religious education lessons. Pupils see very good role models and relationships in the school and learn how people respect one another. The Superstar concept is a concrete example of how they can be good, with further role models to follow. In science, the desire to find out is considered from a moral point of view, such as the good and evil of drugs. The particular local, historical effect of the industrial revolution is considered in Year 5, when pupils think about the value of the craftsman versus the value of the factories.
34. Pupils' social development is promoted very well. Home-school agreements are signed, each class negotiates group rules at the start of each year, and boundaries are clearly set. In class, pupils have many opportunities to work with others in groups, sometimes in attainment groups and at other times in mixed ability groups. All pupils, including those with special educational needs are encouraged to provide the leadership in groups. There is a satisfactory range of extra-curricular activities and residential visits in both key stages. Pupils are positively encouraged to have responsibility and show initiative and the school tries to follow up pupils' own ideas, such as one connected with the Archdiocese's Good Shepherd appeal.
35. Pupils' cultural development is promoted well, sometimes through drama in English and history, for example through the Millennium project. Every class makes at least one educational visit a year to such places as the Wolverhampton or Bilston Art galleries, which they visit from literacy, scientific, religious, historical and artistic points of view. They work with artists in residence and musicians. The school is part of the St Peter's Open Door Project and pupils learn about liturgical art work. In English, they study modified versions of Chaucer and Shakespeare. French is taught as an extra-curricular subject. The school works particularly well with the Asian families in promoting and learning about their culture. Pupils study Asian writers and South African poets. Pupils have opportunities to learn Asian dances. The school's high quality productions twice a year, which include dance, music and drama, promote social and cultural development very well.
36. There have been improvements in the provision for pupils' spiritual, moral, social and, in particular, for their cultural development since the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The quality of care for pupils in the school is good. There are satisfactory procedures in place for monitoring pupils' attainment and progress in the core subjects of English, mathematics and science. Procedures for monitoring information technology and the foundation subjects are not well developed, although staff keep samples of pupils' work in many foundation subjects and pupils' progress is reported effectively to parents in the end of year reports. Procedures for child protection are satisfactory, with the headteacher booked to go on a course in the next term. Procedures for eliminating bullying are good.
38. The school uses standardised tests including baseline and National Curriculum test results to identify areas of weakness and target teaching and learning. Pupils are set short-term, medium-term and long-term targets for literacy, numeracy and science, based on prior attainment. These are reviewed termly with pupils. Teachers also carry out a termly book trawl to assess pupils' progress and there are satisfactory procedures for tracking pupils' progress across the key stages.

39. Diagnostic marking is used effectively in some lessons, but the marking policy is not implemented consistently in all classes. In some classes, repeated mistakes are not always picked up through effective marking. Support staff are generally used effectively for charting pupils' progress. Their assessment information is discussed with class teachers and used to inform the next stage of learning in language and literacy. Procedures for assessing pupils' attainments and progress are good in science, but unsatisfactory in design and technology. In other subjects they are satisfactory. Assessment information is used well to guide planning in science and history, but is unsatisfactory in design and technology. In other subjects its use is satisfactory.
40. Procedures for identifying and monitoring pupils with special needs are good and comply with the Code of Practice. The school also has a good range of procedures for supporting and monitoring pupils' personal development. For example, pupils have a termly interview with their class teacher where they can evaluate their work and discuss any concerns they may have in confidence. Pupils appreciate the time staff give for these interviews. Staff know pupils well, they have good records of what pupils have achieved. The very positive ethos contributes well to pupils' personal development.
41. The management of discipline and behaviour by all members of the school staff is very good. The school successfully achieves its aims of fostering children's self-esteem and encouraging them to have respect for themselves and others. The school has sound strategies in place to maintain and hopefully improve levels of attendance.
42. The school promotes good health and hygiene practice. Personal, social and health education is provided through the science and religious education curriculum, assemblies, and through circle time for the younger pupils. There is a comprehensive personal and social education programme which ensures coverage of all of the important elements, including sex education and drugs awareness, as pupils progress through the school. The school actively promotes equality of opportunity through its aims, mission statement and day-to-day classroom practice. The schools' good provision for promoting and monitoring pupils' personal development has been effectively maintained since the previous inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. There has been a significant improvement in the partnership between the school and parents since the time of the previous inspection and this is now judged to be good. This has arisen mainly because the new headteacher has won the respect of the parents, many of whom say they hold her in particularly high regard. Another contributory factor is the increased openness of the staff, who many parents now feel are approachable. Thus, overall parents strongly support the school. They feel that both teaching and pupil behaviour are good and that the school is well led and managed. Some parents expressed concern over homework, in that there did not appear to be a strategy and that little, if any, was set at Key Stage 1. In fact, the inspection revealed that each class teacher has her own homework strategy, which in each case was judged to be appropriate and this is explained to parents at the October meeting. Suitable amounts of homework are set, even at Key Stage 1, and this is recorded and assessed by tests in class. Others expressed concern over the lack of a male teacher in the school to act as a role model for the boys. It was found that class teachers are aware of this problem and hence they ensure that there is sufficient 'male' emphasis in the way lessons are delivered to encourage the interest of the boys. Also, many of the visitors contributing to lessons and extra-curricular activities, such as football, are male and provide effective role models.
44. The school keeps parents well informed on their children's progress, although a few parents claim to be dissatisfied with this. Each parent receives an annual written report which gives an individual picture of their child, describing what they are good at and where they need to improve. These are generally of high quality and fully meet statutory requirements. Parents are also informed about the targets set for their child and are given an outline of the work to be covered by the class during the year. There are three formal meetings throughout the year for parents to discuss their child's progress with the class teacher and ample opportunities for informal contact. To keep parents in touch with the life of the school they are sent a termly

newsletter, which is comprehensive, and other letters are sent home on specific topics as and when appropriate. Thus, overall, the quality and quantity of information which the school provides for parents is good and most parents are satisfied with it.

45. The involvement of parents in the work of the school is improving rapidly and is now making a positive contribution to pupils' learning. Some parents, of both sexes, come into school on a regular basis to help pupils with their reading through the 'Book Buddy' scheme or to assist class teachers in teaching across a range of subjects. Others help with extra-curricular activities. A few parents support the school by attending assemblies and the weekly Mass. There is a parent teacher association, which, although it lacks a formal structure, brings considerable benefit to the school. Its activities include the running of fund raising events, the presentation of Bibles to school leavers and the organisation of a Christmas party for the pupils. Most parents assist their children with their homework, some of which involves the examination of domestic items on which pupils then report back in class. Parents were consulted on the content and structure of the home/school agreement. This is now in place, having been signed by most parents, and appears to be working satisfactorily.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management of the school are sound, overall, and the recently appointed headteacher is providing very clear educational direction for the school. She is aware of the school's strengths and weaknesses. In the short time since her appointment she, with the support of staff and governors, has put in place a range of procedures and good working practices aimed at moving the school forward. For example, curriculum teams have been set up with governor representatives on each team. This has resulted in better planning, teaching and monitoring of most subjects. Although the school has advertised for a deputy headteacher one has not yet been appointed. As the appointment of a deputy head is planned, the Key Stage coordinators do not have a significant whole school management role.
47. Another feature of the improvement is the way the school's aims are reflected in the everyday life of the school. The high regard pupils have for their teachers and the respect shown to them are good illustrations of how the school's aims are put into practice successfully. Similarly, the school is successful in creating a very orderly and caring community in which pupils behave well and care for one another. The school's very positive ethos contributes well to pupils' academic and personal development.
48. Each subject has a coordinator who is developing the subject well. Many are now monitoring standards in their subjects by looking at pupils' work and analysing results. Teachers' planning is regularly checked by the headteacher and she has formally monitored the quality of teaching in each class and provided feedback to individual teachers. There are, however, weaknesses in the senior management team. The deputy headteacher post is vacant and as a result the headteacher carries out a disproportionate number of managerial and routine responsibilities. Although the two key stage co-ordinators have additional curriculum and pastoral responsibilities, they are not sufficiently involved in monitoring teaching and learning in their phases. Their specific roles as key stage co-ordinators are not monitored.
49. Governors are becoming more involved in the management of the school and although many are new to the role, there is evidence that through their committee structure they are discussing whole-school issues and performance in some detail with staff. They have not yet established mechanisms for monitoring and evaluating the school's work. Checks on specific expenditure to determine how it impacts on pupils' learning are weak, as aspects of longer-term development planning have not been developed beyond the initial year. The action plan drawn up in response to the last inspection was not followed through by the previous headteacher nor did governors systematically monitor it. As a result, some of the weaknesses identified in the report remain the same. For example, the most recent audit report confirms that a significant amount of money is carried forward at the end of each financial year, but is not targeted to priorities in the school development plan. On this issue, therefore, the school has not made any progress since the last inspection. Whilst the school development plan provides detailed and appropriate short term targets, the long-term targets do not identify priorities and costings sufficiently

50. The governing body does not meet the statutory requirements in information technology at Key Stage 2. Since the last inspection, the governors have appointed a number of new staff who are well qualified to meet the demands of the curriculum. They have, for example, provided extra nursery nurses at Key Stage 1 and an extra teacher for Key Stage 2. The newly qualified teacher and the nursery nurses are efficiently deployed in supporting all pupils and in particular those with special education needs. Together they make a very positive contribution to pupils' learning. The school's procedures for induction of new staff are satisfactory, but arrangements for the appraisal of staff are not yet in place. Governors are awaiting the government's performance management proposals. Overall, the principles of best value are applied well.
51. Resources for all subjects, except information technology, are satisfactory and staff use available resources to best effect.
52. The school is housed in an attractive building, which was constructed about five years ago. The governing body was consulted over the design and it is generally well suited to teaching. The classrooms tend to be rather small for the number of pupils they currently accommodate, particularly for classes of older (and hence larger) pupils. However, this is ameliorated by the presence of extra teaching areas at both infant and junior ends of the school. The building is in a good state of repair and decorative order and provides a pleasing environment, which is conducive to good learning. A land transfer deal is currently being negotiated with a neighbouring property developer, which will enable the school to make substantial improvements to its grounds. This will be of particular benefit to the nursery class whose outdoor facilities are at present inadequate.
53. Improvements since the last inspection are satisfactory. Leadership and management are sound. Provision is good and pupils' attitudes are very good. The contextual factors of the school are average and standards in the school, overall, are in line with expectations. The unit costs are average and the overall effectiveness of the school is good. The school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The governors and staff should:
 - a) raise standards in information and communications technology, by implementing the full National Curriculum Programme of Study at Key Stage 2, making provision for necessary learning resources and teacher training where required; (paras 11, 25, 50, 51, 110, 111)
 - b) revise the long-term development plan, to identify priorities with costings and ensure that the under-spend is targeted to raising standards; (para 49)
 - c) continue to implement the recently introduced strategy to develop whole school schemes of work for science, information and communications technology and all foundation subjects;

(paras 89, 110) *

- d) further develop the systems for monitoring and evaluating the work of the school by strengthening leadership, by appointing a deputy headteacher and increasing the expertise of the senior management team and the governors; (paras 46, 48)
- e) provide a well-equipped and safe outside environment for the under-five children in the nursery, in order to provide a full range of activities and fulfil the expectations and requirements for attaining the Desirable Learning Outcomes on entry to statutory education at the age of five. (paras 52, 60)*

*the school recognises the need to carry out these improvements

Minor weakness:

Raise the standards of writing of higher attaining pupils and introduce a cursive style and the use of pen before pupils reach the end of Key Stage 2. (paras 3, 68)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	49

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28	45	24	3	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)	26	210
Number of full-time pupils eligible for free school meals	0	44

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	57
Number of pupils on the school's special educational needs register	0	0

English as an additional language	No of pupils
Number of pupils with English as an additional language	25

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.4

Unauthorised absence

	%
School data	1.6
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
	1999 (1998)	18	16	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	13	15	7
	Total	30	32	34
Percentage of pupils at NC level 2 or above	School	85 (81)	91 (81)	97 (97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	13	17	17
	Total	30	34	34
Percentage of pupils at NC level 2 or above	School	85 (81)	97 (97)	97 (90)
	National	82 (81)	86 (85)	87 (86)

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
	1999 (1998)	13	18	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	11	12	13
	Total	18	19	20
Percentage of pupils at NC level 4 or above	School	58 (77)	61 (58)	65 (73)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	7
	Girls	9	12	12
	Total	17	20	19
Percentage of pupils at NC level 4 or above	School	67 (89)	67 (60)	62 (73)
	National	68 (64)	69 (64)	75 (70)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	0
Black – other	7
Indian	28
Pakistani	0
Bangladeshi	0
Chinese	0
White	170
Any other minority ethnic group	0

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	3	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)	10
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	191

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	2
Total aggregate hours worked per week	63

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	407,370
Total expenditure	389,729
Expenditure per pupil	1,505
Balance brought forward from previous year	56,423
Balance carried forward to next year	74,064

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	236
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	0	1	0
My child is making good progress in school.	55	38	2	0	4
Behaviour in the school is good.	59	34	6	0	0
My child gets the right amount of work to do at home.	43	38	11	1	2
The teaching is good.	66	30	1	1	0
I am kept well informed about how my child is getting on.	41	41	12	0	1
I would feel comfortable about approaching the school with questions or a problem.	61	29	7	2	0
The school expects my child to work hard and achieve his or her best.	68	29	1	1	0
The school works closely with parents.	39	48	12	0	1
The school is well led and managed.	55	41	2	0	1
The school is helping my child become mature and responsible.	57	37	2	0	2
The school provides an interesting range of activities outside lessons.	45	38	7	2	5

Where numbers do not add up to 100, not all questions were answered by parents.

5 parents added written comments to the questionnaires
12 parents were present at the pre-inspection parents' meeting

Additional concerns were:

- Lack of a male teacher as a role model for the boys.
- Lack of opportunity for pupils to learn a musical instrument.

The inspectors agree with the positive views of parents except that too much falls on the headteacher in the absence of a deputy head.

Inspectors do not agree with their concerns.

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

55. Children enter school with attainment below that expected of their age. They make good progress and, by the time they are five are reaching many of the desirable outcomes of children starting in statutory education, except in reading, and are above in terms of their personal development. This is in line with the nursery philosophy to make social cohesion a key aim of the department.
56. Children's personal development is above that expected of children aged five. In both the nursery and Year R, pupils learn to be independent and co-operative. For example, considerable time is given to teaching children how to change for physical education in the nursery, so that by the time children move to Year R they are able to undress and dress themselves quite quickly with very little help. The vast majority of children concentrate for extended periods of time and all co-operate very well with each other and adults in their work and play. When using the outdoor play equipment in the nursery children develop language and communication skills, in addition to moral and social skills well.
57. Children's literacy skills are slightly below what is expected, by the time they are five, with the large majority able to achieve over half of the goals set for language. Standards in listening, speaking and writing are considerably higher than in reading which is below that expected. The nursery provides a rich, stimulating environment where language is evident through labelling and conversations led by adults extend language continuously such as when children work with the dough or play animals. Several children choose books to look at when they have a free choice. They know which way to open them and can turn the pages in the right order. The 'letter of the day' is discussed at register time and reinforced during the day in the nursery. All pupils can recognise the first sound of their name and many can match their name to that on the board. Both capital and lower-case letters are discussed in Year R and sounds such as 'sh' are emphasised through good articulation of words. They enjoy discussing a story in the nursery, each able to point to and talk about the pictures as they work in small groups. Each adult tells a story from a book encouraging children to join in when they can. Children know 'The title page' and that the illustrator 'wrote' the pictures. Children for whom English is an additional language are well supported in both classes and join in lessons confidently and make satisfactory progress.
58. Children's mathematical skills are mainly in line with those expected by the time they are five. Their interest and use of mathematical language and their sense of pattern is generally better than their use of number to solve numerical problems and their understanding of shape and measurement. In the nursery, children they can count to 21, can recognise one less than 3 and one less than 2. They know a wide variety of number and counting games and can recognise numbers to 10. They talk about the order of the days of the week and on which days they come to school and those they stay at home. They recognise a diamond shape such as when the sun shines through a skylight and is reflected in the room. They recognise a square and rectangle and can draw different sized ones on a computer. In Year R, they can count both onwards and backwards from 20 and can use their knowledge of a model farmyard to sort, by shape and texture and size. A small number of pupils can read the numbers from 1p, 2p and 5p coins and can distinguish one from the other in line with the pupils who are five years old. They have begun to record numbers in practical activities. And can use comparisons when exploring two-dimensional shapes.
59. Children's knowledge and understanding of the world is in line with that expected by the time they are five. In their play with a toy "Safari Park", children recall their visit to a zoo and correctly name and identify several of the model animals they are using. Several children have well above average skills using the computer. They very quickly acquire skills with paint and drawing programs. The mouse is used to select different colours to make very good attempts at writing their own name and to draw mathematical images. The rate of progress of two pupils was astounding. There is, however, a lack of appropriate information and communications technology equipment for children under five. Pupils know their colours and respond

appropriately when they are asked to move according to the colours they are wearing. At the end of a story there is time for reflection, such as thinking about why the bear was sad. Was he lonely? Did he need a friend? Some of the teddy bears in the classroom belonged to grandparents and this led on to thinking about old and new and time. Children talk about their family members.

60. Children's physical development is above that expected in some aspects of the curriculum but below others by the age of five. There are no opportunities for the children in the nursery to climb and slide on outdoor apparatus and this prevents them from reaching the desirable outcomes in this aspect of their work. However, there is equipment for outside play, such as bicycles and prams, and children can ride the bicycles with supports and follow instructions, such as, not to ride on a particular area. Good use is made of the school hall for physical activities, where children march round, keeping very clear of other people with a clear awareness, better than many older pupils, of the space around them. No children are able to skip in the morning group. Children enjoy working with a partner when they sway and sing, 'Row, row, row your boat', while sitting on the floor. They learn to work in a group when singing and acting 'Here we go round the mulberry bush', in three circles each with an adult. They stretch into wide and tall shapes and practice breathing in and out as asked. In reception, children are very imaginative and reach well above average standards for their age when they follow a broadcast about a Bear Hunt. They can express different emotions, such as happiness and sadness, very well. They can move in a 'relaxed', 'bored', or 'surprised' way and interpret the story in a very imaginative way.
61. Children's creative development is in line with what is expected by the time they are five. When they make jam tarts, children know that rolling and cutting can shape dough. They pay good attention to careful and safe working with familiar tools and when they tidy up after their activities. They know that cooking in the oven makes the dough change and produces an interesting aroma. When playing outside with the sand and water they do so co-operatively and imaginatively. They respond well when staff ask them to share resources. In reception, pupils can name the different instruments both from pictures and from real ones such as a triangle, castanets, maracas and tambourine. About half of them can play them at the right moment when singing a song. They can sing and clap to a song such as 'My teddy bear plays the tambourine' etc. In music, there is good repeated questioning, so that, by the end of the lesson, pupils have learned the name of all the instruments they are playing. The tape recorder is used well by teachers who turn it on and off to give time for further teaching by themselves. When working with construction kits children make mobile trucks successfully.
62. Provision for pupils with special educational needs is good, both in the nursery and Year R. Outside specialist help is available weekly in the nursery and the good adult/ child ratios ensure that all pupils can be taught in small groups for much of the time, or have one to one help when needed. Their progress is satisfactory.
63. The nursery teacher has been in post only a few weeks and has already made very positive changes to the environment in which the children and staff work. Good use is made of a small annex to the main classroom and both are bright, stimulating and well ordered. Although not nursery trained, the teacher is enthusiastic about her new role and is well supported by her two nursery nurses and the local education advisor for Early Years education. Planning is good and the topic approach has ensured that displays have a particular focus for the children. The nursery and reception teachers have improved their joint planning since the last inspection, which now provides better continuity. The topic approach is carried through to Year 1 in order to continue a similar approach, which changes to National Curriculum subjects as the year progresses. The nursery nurses in both the nursery and reception take a full part in planning and teaching and are an integral part of the good provision in both classes. The regular teaching of three small 'family' groups, whether to enjoy a book, sing a song or work as a group in the hall, led by the teacher and two nursery nurses in the nursery, is particularly effective. In Year R, the nursery nurse teaches a full timetable very effectively. The quality of teaching is good in the nursery, where the teacher is still adjusting to teaching a new age group, and very good in Year R.
64. The nursery building is some distance from the main school building and is not surrounded by

secure fencing at the front. At the back a number of guard dogs barking at pupils approaching the fence from a nearby garden cause the outdoor play area to be somewhat threatening. The school is aware of these situations and has plans in place to remedy some of these concerns.

ENGLISH

65. National test results in 1999 showed that attainment in reading at the end of Key Stage 1 was close to the national average. Attainment in writing was below the national average when based on the average National Curriculum points. They were above the national average at level 2, but well below at the higher levels. Teacher assessment was in line with these results and inspection findings confirm that the situation is still the same. In reading, they were close to the national average at level 2 and above. In comparison with similar schools; however, pupils' performance in the reading tests was well above average and close to the average in writing tests. Attainment at the end of Key Stage 2 was close to the national average, when based on the National Curriculum points and inspection findings confirm this. Results were well below average at level 4 and close to the national average at level 5. Teacher assessment showed that more pupils were expected to reach the higher level 5 than did. Attainment was above average, in comparison with pupils from similar schools. Over the last three years, results at the end of Key Stage 1 show that writing was below average in 1997 and 1998, but has improved to be in line in 1999. The trend in Key Stage 2 shows a marked improvement since 1997 and results are now in line with the national average. The pupils are achieving well in comparisons with their prior attainment and in comparison with pupils in similar schools. This is because teachers who have good knowledge of individual needs set interesting and appropriate work which is met by a good response from well motivated pupils. Attainment in reading at the end of Key Stage 1 was above for boys and close to the national average for girls. Attainment in writing was below for both boys and girls. The attainment of boys at the end of Key Stage 2 was close to the national average, whereas the attainment of girls was below the national average.
66. In the work, seen attainment at the end of Key Stage 1 is in line with the national average in speaking and listening. Although vocabulary is not extensive, pupils communicate effectively and their listening skills are good. They are keen to answer questions, to read aloud and to talk to adults. They take turns and listen to each other and the teacher with courtesy. Attainment, overall, in English, in the work seen by the end of Key Stage 2 is in line with expectations and is above in speaking and listening. This has been aided by highly developed social skills which ensure that communication for a range of purposes is a pleasant as well as an effective experience. Pupils express themselves confidently, they adapt their speech to suit the situation and show pleasure in the use of appropriate language. Answers to questions, especially by older pupils, are relevant and concise.
67. Attainment at the end of Key Stage 1 is in line with the national average in reading. The majority of pupils join in with reading the class story and are able to take it in turns when group reading. They use a number of clues, such as pictures and initial sounds to help them de-code unfamiliar words and they can make use of a contents page. Pupils read aloud competently from their own work. Attainment at the end of Key Stage 2 is satisfactory. Higher-attaining pupils read expressively and can refer to the text when discussing their view. Pupils are beginning to use skills of skimming and scanning to find information from a range of written sources which includes leaflets, newspapers and some information and communication technology.
68. Attainment in writing at the end of Key Stage 1 is below the national average. Although pupils make good attempts to communicate through the written word, skills are frequently insufficient to record ideas and knowledge. Presentational skills are weak with poor letter formation and some untidy work. Pencil grip is poor. Where structured support for writing is given, pupils can complete sentences satisfactorily. When writing unaided, sentence structure often breaks down. Higher-attaining pupils are usually accurate in their spelling of the most common words. Attainment in writing at the end of Key Stage 2 is satisfactory. Writing is often well organised, with good efforts being made to engage the reader. Pupils are able to use vocabulary for effect, for example in writing both sides of an argument persuasively or modelling a Ted Hughes poem. Higher-attaining pupils use a range of punctuation, but a cursive style of

handwriting has not yet been adopted by all pupils. Too many pupils are still writing in pencil.

69. The progress of pupils in Key Stage 1 is good. Progress in handwriting is uneven, however, because of unclear guidelines on presentation and some unfocused handwriting practice. Pupils in Year R extend their vocabulary and speaking skills through listening to the teacher. Developing phonic knowledge enables them to identify objects by their initial sound. Word building continues throughout the key stage and spelling is supported by the use of simple dictionaries or wordbooks halfway through Year 1. Attractive, well-labelled displays in classrooms support progress in reading. Reading for a range of purposes is extended by a good selection of fiction and non-fiction books for group and whole-class reading. Parents and other adult helpers support individual readers. Frequent visitors to the school help to extend speaking and listening skills. The progress of pupils with special educational needs in relation to their previous attainment in Key Stage 1 is good. This is aided by realistic target setting and work set at an appropriate level. The progress of pupils in Key Stage 2 is good. Opportunities for evaluating work orally contribute positively to speaking and listening. Insistence on accurate, subject specific language increases vocabulary. Reading skills are extended through the study of an increasing range of texts. For example, pupils in Year 6 have read extracts from Shakespeare and translated a passage from Chaucer into modern English. Adult helpers receive guidance in listening effectively to individual readers. Concentration on extended writing and interesting opportunities for writing for a range of purposes are improving standards, especially in Years 5 and 6. The progress of pupils with special educational needs in relation to their previous attainment in Key Stage 2 is good. The implementation of the additional literacy strategy (ALS), accurate identification of individual needs and skilful teaching make significant contributions to progress. Progress in research skills in the library is unsatisfactory. Pupils are unable to locate information swiftly.
70. The National Literacy Strategy has been well implemented and is contributing to the progress pupils make. Good, new resources help to support the teaching of pupils of all attainments. Teachers have made good use of their training and teach the literacy hour, including phonics, well. Literacy is well supported through lessons, such as history and geography, where sources of evidence are studied and the written word is used for a range of purposes. Cross-curricular work associated with visits such as those made to Bantock House or Kingswood is proving effective in helping to raise standards in writing.
71. Pupils' attitudes in Key Stage 1 are good. There is a willingness to co-operate and contribute to all activities, especially orally. Pupils can work unaided for a reasonable amount of time and they sustain concentration well. They help one another and are kind to each other. Pupils' attitudes in Key Stage 2 are good. Behaviour is very good. Pupils display a calm, sensible approach to tasks. They are independent, but work well in groups, checking each other's work sensitively. Teachers' expectations of sustained effort are realised. Pupils strive for and value good work.
72. The quality of teaching in Key Stage 1 is good. All teaching is satisfactory or better and most teaching is good. There is a small amount of very good teaching in Year R. Teachers' warm relationships with pupils encourage them to try hard at new work. Very good subject knowledge and knowledge of individual pupils help the good planning of interesting and appropriate work. Planning for the efficient use of nursery nurses during the introduction to lessons is sometimes a weakness. In Year R, however, it is a strength and contributes well to language development. The quality of teaching in Key Stage 2 is good. All teaching is satisfactory or better and 70 per cent is good, with one lesson very good. High expectations, clear questioning and teachers' expertise focus pupils' attention and help raise attainment. Lessons are stimulating occasions which demand a variety of oral and written responses from the pupils. For example, in a good Year 5 lesson, pupils practised note-taking skills based on a science text. Assessment in both key stages is satisfactory, although improving rapidly. Work is sometimes assessed, using National Curriculum levels. Individual and class targets are being set, with pupils and parents being involved in the process. Some daily targets help to focus pupils' attention well. Marking of books is a weakness, however. There is an inconsistency in approach to corrections and many remarks are too general. Teachers' handwriting does not always model good practice. Information and communication technology is used insufficiently, especially for drafting and redrafting work. Homework is satisfactory.

73. All the requirements of the National Curriculum are met. The curriculum is enhanced by opportunities for drama in assemblies and school productions. The co-ordinator has worked hard to implement the National Literacy Strategy and management of the subjects is satisfactory. She has been well supported by the school management. As yet, she has not been released to monitor teaching, although she liaises well with colleagues. Progress since the last inspection is satisfactory, although there are variations. Attainment in reading and writing has fallen at the end of Key Stage 1 against the national average and in writing at the end of Key Stage 2. Observation shows that the present Year 6 cohort should improve on last year's results, however. Information to parents is better and they are more involved in their child's learning. Teaching has improved. The stock of reading books has increased, but concerns about under-use of the library remain; it does not contribute sufficiently to pupils' learning or enjoyment of the written word.

MATHEMATICS

74. Pupils' attainment in the Key Stage 1 1999 National Curriculum test results was well above the national average at the expected level and close to the national average at level 2B, but below at level 3. When based on the average point score, results were in line with the national average. When compared with similar schools, they were above average. In the tests for eleven-year-olds, the results were below at the expected level and close to the national average at the higher level. When based on the average point score, they were below the average. When compared with similar schools, results were average. Key Stage 1 results have remained fairly consistent over a three year period, but the Key Stage 2 results have improved over the same period from well below to in line with the national average. Inspection evidence shows satisfactory attainment at both key stages. By the end of both key stages, pupils' attainment in number, shape and space are at least satisfactory and, in a number of lessons, the standards achieved by many pupils in number were above average. Pupils' attainment in this area has improved significantly since the last inspection.
75. The pupils' attainment in mental arithmetic is sound by the end of Key Stage 1. The younger pupils can add and subtract numbers accurately and count in different ways. By the end of the Key Stage 1, pupils have an appropriate knowledge and understanding of place value. They work competently with numbers, both orally and mentally, supported by daily mental arithmetic sessions. They can identify and describe the properties of a range of two-dimensional shapes. By the end of Key Stage 2, standards are in line with expectations. Many pupils work confidently with large numbers, can solve problems systematically and have a good knowledge of space, shape and measurement. They are becoming increasingly confident in handling data. There is a strong emphasis on using and applying mathematics across the curriculum which brings relevance and meaning to the pupils' learning. Throughout the school, pupils are making satisfactory progress in mathematics. They effectively recall previous work at the beginning of lessons. Good examples of investigative work were in evidence during the inspection. These included shape and space in Year 2 and exploring angles in Years 5 and 6. Year R pupils were involved in making up to ten pence, using a variety of coins.
76. The school has devised and implemented effective strategies to support pupils' progress in mathematics. These include setting targets for all pupils, particularly supporting pupils with special educational needs, analysing baseline assessment, the end of key stage standard assessment tests (SATs) and tracking pupils' progress across the key stages. Teachers do this by using termly interviews and book trawls as well as ongoing assessment procedures.
77. Pupils with special educational needs make good progress in relation to the targets in their individual education plans (IEPS). The provision and support for pupils with special educational needs and for pupils learning English as an additional language are effective. Support assistants and the additional teacher in Key Stage 2 are deployed effectively and provide a good match of tasks to the needs of the individual pupils both in the classrooms and during withdrawal sessions. They liaise and plan effectively with class teachers. The higher-attaining pupils are generally provided with appropriate extension work and are working at the levels expected for their ability.

78. The pupils have very positive attitudes towards mathematics. They respond well in most lessons when the tasks set interest and challenge them. They are attentive and participate eagerly in class discussion and stay on task during practical activities. In a few lessons, pupils become restless when introductory sessions are too long.
79. The quality of teaching is good, overall. In half the lessons, teaching was very good. Teaching was consistently good in the Year R and in Year 5 and very good in Year 2 and 6. Throughout the school, teachers have high expectations of their pupils. They are well qualified and experienced and have good subject knowledge. Good support is provided for pupils with special needs and those with English as an additional language, both within and beyond the classrooms. In a few classes, registration sessions are used effectively for reinforcing mental strategies.
80. Where the teaching is good and very good, planning closely relates to the appropriate match of work to the needs of the individual pupils, especially those with special educational needs and those learning English as an additional language. The teachers have good subject knowledge and employ a variety of teaching strategies to motivate the pupils and support the learning objectives. The pace of the lessons moves the pupils on appropriately and the organisation and management are efficient and effective. The best lessons have good structure, including recall of previous work and the review of the current lesson. This was particularly in evidence in many of the lessons seen. Pupils know and understand the regular classroom routines and procedures and rise to the teachers' high expectations.
81. The teaching has weaknesses. Introductory sessions are too long and activities planned for unguided group work are unclear. This results in pupils wasting time and completing work incorrectly. Also, plenary sessions are too short and opportunities for assessment missed.
82. There is a good policy and scheme of work, which acts as a sound framework for planning. An appropriate balance between the National Numeracy material and a published scheme results in pupils being well motivated and stimulated by the tasks presented to them. Assessment procedures are satisfactory and inform the short-term and medium-term planning well. Marking is consistently used across the school and in most classes is diagnostic. Homework based on lesson topics is set once per week and contributes well to the progress pupils make.
83. The subject is very well led by an enthusiastic teacher. She monitors the planning closely and offers guidance to her colleagues. Monitoring and evaluation of the mathematics curriculum and the progress made by the pupils is developing well. All teachers have now received training in the numeracy strategy and this has increased their confidence in planning and assessment. There is limited use of numeracy across the curriculum, however.
84. Resources are generally good, deployed well and used effectively. However, there is limited information technology hardware to support the curriculum. Calculators are used appropriately in Key Stage 2 and support staff work well with the teachers and have a positive effect on standards and progress. The good quality mathematical displays in classrooms and around the school enrich the learning environment.

SCIENCE

85. Results, based on teacher assessment at the end of Key Stage 1 in 1999' were well above those of all schools and in the upper quartile for similar schools at level 2. They were below at level 3. An analysis of test results, over the last three years for Key Stage 2 National Curriculum tests shows a steady improvement. Using the average point score, results in 1999 were in line with all schools and above those of similar schools. Improved curriculum organisation in the key stage is a major contributor to this positive achievement. At both key stages, standards, indicated by inspection evidence and the most recent outcomes of the National Curriculum tests, are similar. There is no significant difference in performance between boys and girls.

86. Attainment at the end of Key Stage 1 is above the national average. This is an improvement since the previous inspection. The majority of pupils, including those with special educational needs, can link the concept of force to its effect in their studies of toy ladybirds moving on different surfaces. They describe examples of materials changing their appearance, including when they make bread. The care needed to keep houseplants and pet animals healthy is explained. They use tables and charts, including the use of information and communication technology, to present the findings of their experimental and investigative work. The range of work covered in Year 1 is limited, but is appropriate by the end of Key Stage 1. Attainment by the end of Key Stage 2 is in line with the national average. This is similar to the previous inspection. Pupils have a balance of knowledge across physical and biological science. The higher-attaining pupils are familiar with the structure and function the parts of a flower, but their knowledge of pollination and seed production is less secure. Experimental work, such as dissecting a flower or exploring the production of sound, is carried out with care. Pupils explain the concept of fair testing well, in terms of controlling variables. It is understood less well in relation to the reliability of collected data as repeat readings are not taken, for example, in their studies of pulse rates. The use of graphs features appropriately, but the quality of presentation and interpretation in scientific terms is lacking.
87. Teaching is often good at Key Stage 1 and mainly satisfactory at Key Stage 2. There are occasional examples of unsatisfactory teaching in both Key Stages. Where teaching is good, resources are well organised and the lesson is logically planned to achieve a realistic number of learning objectives. These objectives are shared with pupils at the start of the lesson. Teachers have high expectations of pupils. All teachers have a suitable knowledge of the subject and use this to question pupils and bring out understanding. The correct use of scientific vocabulary is given a high priority. Teachers listen carefully to pupils' responses and use these effectively to assess progress being made, making appropriate modifications to the lesson if needed. Plenary sessions are used well to consolidate pupils learning and evaluate the effectiveness of the lesson. Pupils with special educational needs are provided for well by appropriate support materials, such as grids or outline drawings. They make positive progress in their learning. Weaknesses in teaching are characterised by a lack of clear and manageable learning objectives. Whilst pupils' work is regularly marked, there is inconsistent use of strategies to make the marking effective in helping pupils to improve their subject knowledge and skills. Effective homework is set to enhance learning. A good example is where information gathering takes place, such as taking pulse rates after different activities.
88. When pupils are given purposeful learning objectives for a lesson, they are clear what they have to do, concentrate well and make good progress in their learning. When objectives are unrealistic in number, pupils try their best, but become confused as they are asked to do too many new things. At times, the opposite happens and pupils are given undemanding tasks; they finish their work and are not moved on to new learning. In Key Stage 2, pupils make good attempts at the interpretation of graphical data, but do not sufficiently link it to the science they have studied, for example, in their work on friction. Pupils' behaviour is most frequently very good and never less than satisfactory even when teaching becomes unsatisfactory. Pupils with special educational needs and those with English as a second language make satisfactory progress. All pupils listen well to the teacher and to each other.
89. At the last inspection there was a lack of co-ordination in science. This has now been put right and leadership for the subject is good. The co-ordinator works closely with other colleagues to consider all aspects of the subject throughout the school. Curriculum plans for the medium-term are monitored to ensure that they fit with whole-school guidelines. The school has just started to use a logical and effective approach to build up a whole-school scheme of work, using central government guidance. This approach is used consistently through the school and is having a positive effect in ensuring correct coverage of knowledge. The development of science skills is included in curriculum plans, but the structures used to help pupils learn lack coherence across the school. There is no formalised system for the monitoring of standards in teaching and learning in science. Outcomes of National Curriculum assessments and tests are analysed, with action being taken to put right any shortcomings in the curriculum. The co-ordinator takes a systematic and effective approach to staff development and creating links with the wider community, such as nature centres, to enhance the curriculum. There is a

regular and well-organised system for the formal assessment of pupils.

ART

90. The progress pupils make in art in Key Stage 1 is satisfactory. It was not possible to observe art lessons at this key stage, so this judgement is based on observation of work completed, displays and teachers' planning. Pupils make a pleasing start to their visual education in the Year R. They are beginning to experiment with a simple range of media to create self-portraits, paint teddy bears and create shape pictures using collage. As pupils progress through Years 1 and 2 they have increasing opportunities to explore media, including poster paint, materials from the natural world and clay which they imprint with tools. They show close observation when drawing and painting dissected fruit and are able to demonstrate colour mixing. Standards are in line with those expected from pupils of their age. Progress made by pupils in Key Stage 2 is very good, so that, by Year 6, standards are often well above those expected of pupils of similar age. They are also well above those observed during the previous inspection. Pupils in Years 3 and 4 are improving their observational skills. They can reproduce a small part of Van Gogh's 'Sunflowers', they sketch organs of the body and make hats after studying the Tudor period. Japanning, a local craft, has been studied closely and the effect has been simulated using black and white paper. Pupils in Years 5 and 6 build on their very good knowledge of William Morris and Picasso to produce work displaying intellectual rigour. They can identify distinctive elements of the artists' work using correct terminology, then plan, discuss and refine their own work. This results in patterns, sketches and sculptures of high quality. Progress by pupils with special educational needs is good. This is aided by teachers providing suitable tasks and help, before pupils become frustrated. Pupils, especially in Key Stage 2, achieve well in art. This is due to a combination of factors, including enhanced resources, imaginative teaching and the willingness of pupils to accept the challenges set them.
91. Pupils' attitudes to work in Key Stage 1 are satisfactory. This can be seen by the care that they have shown in painting, cutting, modelling and sticking the work that is on display. They can be trusted to experiment, to use tools and to complete a satisfactory range of work. Attitudes and personal development in Key Stage 2 are very good. Pupils respond well to challenge. One pupil remarked that he was taking care and time, because that is what Morris and Warhol would have done. Pupils are deeply involved in and committed to their own learning and strive to improve. They value their own work and evaluate each other's work sensitively. Their spiritual and cultural development is enhanced by an appreciation of good craftsmanship, by visits to local art galleries and by the high standard of displays throughout the school.
92. The quality of teaching in Key Stage 1 is satisfactory. That judgement has been made after looking at teachers' planning, at the standards of work and the progress pupils have made. Teaching in Key Stage 2 is very good. Teachers have very good subject knowledge and communicate this effectively to the pupils. Lessons are pleasant experiences, full of stimulation and challenge and well planned for pupils at all levels of attainment. Teachers' expectations of high levels of concentration and work of quality are well rewarded. Good quality discussion takes place and subject language is extended. The study of particular artists is well linked to the skills being taught. Teachers organise visits to local art galleries and use the local area well for a range of artistic opportunities. There are good cross-curricular links. There is an under-use of information technology and the study of artists needs to be representative of a wider range of cultures. The use of sketchbooks, especially for homework, should continue to be developed. Assessment does not record sufficiently the skills and knowledge of individual pupils.
93. A deficiency in resources was noticed at the time of the previous inspection. There are now sufficient resources of good quality, which enable pupils to explore a range of media. The school has no kiln, but informal arrangements allow some clay work to be fired locally.

DESIGN AND TECHNOLOGY

94. The progress pupils make in Key Stage 1 is satisfactory. In Year R, pupils study the features which enable a toy car to move. Year 1 pupils make a variety of model vehicles from different construction kits, drawing on their studies of "push and pull" in science. By the end of Key

Stage 1, pupils can make simple moving toys with half a walnut shell and a marble, finishing the shell in paint so that it resembles a ladybird. They can also use pre-printed cards to make model dinosaurs with hinged joints and simple levers to produce “moving limbs”. There are very good examples of original work when pupils design and make a bridge to hold “Billy Goat Gruff”. Pupils have recorded their work in an exercise book and produced written evaluations of the outcomes. Whilst they reach standards in line with those expected of pupils’ of their age, the finished products tend to lack originality of design. The progress pupils in Key Stage 2 make is satisfactory. In Year 3, they consider the suitability of different materials to make an attractive wheeled vehicle. They systematically test different materials, record their findings and decide which is most suited for the task. They begin the design process in Year 4, although the original design and final product do not sufficiently match. When they make Tudor style hats, the design process drifts from the functional to the representational and the making process is made difficult. With parental help, they make peppermint creams. They are aware of the need to measure ingredients accurately to achieve the desired outcome. Pupils in Year 5 evaluate different commercial brands of chocolate bars and their packaging to design and make their own packaging. Good descriptive terms are used and the project report is well presented using word processing. Pupils in Year 6 carry out their design and technology work in the second half of the year. They create suitable plans to apply mechanisms and electrical circuits to their design and technology. Progress in both key stages is satisfactory, which is much the same as the previous inspection.

95. The quality of teaching in Key Stage 1 is satisfactory. No direct teaching of design and technology was observed in Key Stage 1, but pupils’ work on display, photographic evidence and teachers’ plans suggest that it is at least satisfactory. The quality of teaching in Key Stage 2 is satisfactory. Teachers have very high expectations of pupils’ work. They remind pupils that their designs must serve a purpose and materials must be suited to the task. At the beginning of Key Stage 2, teachers give clear and manageable objectives to classes and a suitable collection of resources to carry out the task. Particular thought is given to pupils’ special needs. Later in the key stage, the process of final evaluation is considered before all pupils have completed or recorded their task.
96. Pupils evaluate their work well as they proceed. They are aware of the purpose of their work when objectives are clear and manageable. At times, pupils abandon their original designs as practical problems result when they attempt to make them. In these cases, the design has not been suitably matched to function. Pupils discuss their work sensibly both in small groups and as a whole class. They always listen attentively to the teacher, but become restless when the introduction to a session is over long. Pupils of all attainments, including those with special educational needs and English as an additional language, make satisfactory progress in their learning. Pupils’ behaviour in lessons is good and often very good. Pupils co-operate well with each other and adults and have very positive attitudes to their learning.
97. The co-ordinator has been newly appointed to the post and approaches her work in a positive manner. She has identified her own training needs. Staff development has taken place since the last inspection. The policy for the subject is undated, brief and generic. The curriculum is based on a commercial scheme which is being translated into a common planning format throughout the school. An appropriate range of materials, tools and techniques is planned for and projects are linked to other areas of the curriculum. Projects become progressively more demanding as pupils move through the school. Teachers do not have a common approach to the design process. Whilst the principle of purpose is well established, the methodology of planning and making is not consistent. Pupils in Year 2, 3 and 4 use exercise books to keep a running record of what they are doing. This provides a suitable record of what pupils have done and the approach they used. Monitoring of standards of pupils’ attainment and teaching are not established. Assessment procedures are left to individual teachers and lack a common approach.

GEOGRAPHY

98. During the inspection, it was possible to see geography being taught in only one lesson at the end of Key Stage 2, so judgements have been based on a scrutiny of pupils’ work, teachers’ planning and displays.

99. The progress made by younger children is sound. They learn about their environment and can use their first-hand experiences to make simple maps of their classroom and school. By the end of Key Stage 1, pupils use their previous learning effectively as they have sound knowledge and skills in contrasting localities, for example between town and country. They are given opportunities to study key features from contrasting localities. In the one lesson observed, pupils with special educational needs made sound educational progress and worked well alongside others in the classroom.
100. Older pupils also study contrasting localities and have opportunities to study physical processes, including rivers and their effect on land. By the end of Key Stage 2, pupils study world climates and can contrast rainfall and climate in different countries. Pupils also use their mathematical skills well in this subject. For example, in a Year 6 lesson, pupils' used a variety of graphs to compare and contrast the temperature and rainfall in different parts of the United Kingdom.
101. In the one lesson observed, the quality of teaching was very good and pupils made good progress. Planning shows that teachers base their lessons on the National Curriculum programmes of Study. The school is, however, in the process of adapting the Qualifications and Curriculum Authority scheme to assist with planning and the assessment of pupils' achievement. The subject is led by a recently appointed coordinator who is working with staff to develop the curriculum. The range of resources, including atlases, maps and globes, is adequate for the effective delivery of the curriculum.
102. The provision for the subject is similar to that found at the time of the last inspection.

HISTORY

103. The progress pupils make in Key Stage 1 is good. In Year R, they understand that the materials used to make teddy bears have changed over the years. In Year 1, they question adults about a range of toys from different periods and are beginning to use the language associated with chronology. By the time they reach the end of Year 2, they can make judgements, based on evidence from a range of sources such as photographs, models and contemporary writing. They reach standards in line with those expected of pupils of their age. The progress that pupils in Key Stage 2 make is good. In Year 3, pupils understand that primary sources are more accurate than secondary sources. They know that monks might be biased when writing about Vikings. Pupils in Year 4 develop a greater understanding of Tudor life through trying on costumes, consulting reference books on the Armada and researching Shakespeare on the computer. Very good displays of artefacts in Year 5 contribute positively to learning about Victorian life. Information technology is used well to study local Victorian census returns. No history was observed in Year 6, but scrutiny showed continuing good progress with very good contributions to literacy. Empathy is shown in writing about World War II. Booklets exhort citizens to carry their gas masks and persuasive writing warns against further growth of our motor industry. By the end of the key stage, they reach standards above those expected of pupils of their age and have maintained the good standards noted in the previous report.
104. Pupils' attitudes in Key Stage 1 are good. They display good social skills when communicating with visitors to their classroom who have come to supplement learning. They ask relevant questions, they listen politely and maintain concentration. Pupils' attitudes in Key Stage 2 are good. They discuss their work sensibly and treat resources with respect. They show pleasure in recording work in imaginative ways and participate willingly in all activities planned. Opportunities for research and working in small groups contribute positively to personal development. The very good behaviour observed in both key stages means that teachers can teach and pupils can learn.
105. The quality of teaching in Key Stages 1 and 2 is good. Teachers are enthusiastic and plan well. Lessons enthuse the pupils. Teachers have good subject knowledge. Good planning means that pupils with special educational needs make good progress in line with their peers. This includes the good targeting of adult helpers during the activity part of lessons and support for

writing for a number of pupils who still require this assistance. Teachers use a range of resources to enhance the curriculum. The local area has been particularly well used as a teaching resource. This includes the study of local buildings, visiting museums and making good use of topic boxes from a local reference centre. Teachers make good use of adult members of the school and local community to contribute to pupils' historical enquiry and understanding.

106. The subject policy is being updated and a new scheme of work is to be introduced ready for new National Curriculum requirements in the autumn. The policy should include more guidance on the recording of assessment. At present, pupils' work is assessed orally or marking includes a brief comment. A record of topics covered is kept which is useful when planning future work. Individual skills and knowledge are not recorded, however. The subject makes good use of information and communication technology. Homework opportunities are satisfactory. There has been satisfactory progress since the last inspection.

INFORMATION TECHNOLOGY

107. Attainment at the end of Key Stage 1 is in line with national expectations. Without help, the average and higher-attaining pupils use the mouse to open new programs from an on-screen menu. They competently use drop down menus to make choices within a program. Pupils confidently use the computer as a word processor, correctly using and naming the caps, space, delete and directional keys. They use appropriate programs to make block graphs, using "click and drag" features. Several pupils save and print their work without help. They use a simple turtle program to make basic mathematical shapes on the screen – clearly explaining what they are doing and using good mouse control. There is no evidence that they can control a programmable robot and their use of simulation programs is limited. Attainment at the end of Key Stage 2 is below expectations. Pupils do not demonstrate sufficient skills in controlling objects using computer programs, using probes to monitor physical data such as temperature and light and using simulations and modelling. Work with databases and spreadsheets is good. Higher-attaining pupils give clear reasons why a particular graphic representation suits the presentation of temperature variation in different parts of the world. Pupils obtain averages, using spreadsheets, as part of their study. In history, pupils compile a database of a Victorian census and use this to comment on how the information was gathered and what can be learned about the way of life in those days. This is done particularly well by the less able pupils who recognise that mistakes can be made when entering data. They manipulate text to a good standard of presentation. Pupils in the middle years of Key Stage 2, make good use of basic logo programs to draw simple mathematical shapes. This effectively supports their work on measurement of length and angle of turn. Pupils in both key stages make limited use of clip art and word art. Pupils in both key stages have good attitudes to learning. They take a positive interest in their work and clearly explain to adults the nature of the work they are doing.
108. Too little teaching in Key Stage 1 was seen to make a firm judgement on teaching, but, from the range and standard of pupils' work produced, it is at least satisfactory. The quality of teaching in Key Stage 2 is satisfactory, overall. Teaching in individual lessons is often good and on occasion, very good, but there is lack of planning for a balanced programme of learning over the key stage. Teachers have an appropriate knowledge of the hardware and software which is available and make suitable use of it. Direct teaching of information technology is particularly effective. Teachers' knowledge and application of databases and spreadsheets are very good in the final years of Key Stage 2. Assessment of pupils' skills is carried out, but the process lacks cohesion through the school as different systems are in use. Whilst there are good examples of pupils work on display, their work is not systematically stored in, say, a folder or book. This leads to problems in assessing pupils' work and devalues their efforts. Work is at times completed on screen, such as basic logo work and then neither saved nor printed out. A system for pupils to save their own work has started in the final years of Key Stage 2. Here they each have a floppy disc.
109. Pupils of all ages are very good at sharing time on the computers. Pupils in both key stages concentrate on their work for extended periods. Pupils are keen to help each other. The pupil monitors in the early part of Key Stage 2, however, can be too helpful and take over the work of classmates who are having problems with their work on the computer. Pupils in Key Stage 2

benefit from the direct teaching of databases and spreadsheets and make good progress in these areas. Pupils of all ages are confident enough to explain to adults the nature of their work. Pupils with special educational needs make good use of word processing and instructional programs in their literacy work. Pupils in Year 6, with English as an additional language, gain a satisfactory understanding of the technical terms used in their work with spreadsheets and databases. Pupils of all ages and attainment are very well behaved and have very positive attitudes to their work.

110. Whilst there have been significant improvements in the provision of learning resources, the ratio of pupils to each computer is much less generous than national averages. The school has worked hard to improve equipment and accommodation for information and communications technology. The caretaker has given his free time to convert a redundant area into a computer suite, which provides well for smaller groups. The co-ordinator has been very active in securing significant grants to purchase new hardware. Unfortunately, this equipment is not fully operational through circumstances beyond the control of the school. Most of the co-ordinator's development time is spent ensuring that basic maintenance is carried out to keep information and communications technology equipment working. The co-ordinator has taken the staff through a sensitively organised and effective analysis of training needs. Training has been given by the co-ordinator when issues could be quickly dealt with; more time-demanding training has been matched against future staff development courses. This is a good example of the purposeful and determined subject leadership provided by the co-ordinator. Whilst information and communications technology supports literacy, numeracy and the humanities, it does not sufficiently feature in other curriculum areas. The school is building a scheme of work for information technology by using central government guidelines and a systematic approach to their implementation.
111. Statutory requirements for information technology are not being met in Key Stage 2, as the full National Curriculum programme of study is not being taught, because of problems with the provision beyond the school's control. There is no formal monitoring of information technology teaching.

MUSIC

112. Standards in music have improved to satisfactory, in both key stages, since the last inspection, when the subject was said to be, 'in need of urgent development'. In year R pupils know the names of the instruments they play and can clap a rhythm while they sing a song. By the end of the key stage, they are able to sing, for example, London's burning, in two parts and have an idea of what a 'round' is. They can play and name a very wide range of percussion instruments and make a very successful class composition about fire, which is recorded and used to dance to. They use both instruments and their voices in compositions and enjoy hearing their own, very effective, performance played back to them. They learn to appraise their own work and decide how it could be improved. They are able to follow a conductor getting louder and softer when told to do so. Pupils' sense of pitch in both key stages is not strong and measures need to be taken to correct this. Pupils make satisfactory progress in Key Stage 2 and reach standards in line with expectations by the end of Year 6. They reach high standards in singing when led well in hymn practice by teachers who demonstrate high standards. No class lesson was observed in Year 6, but one lower Key Stage 2 lesson was seen. Pupils did not demonstrate the same quality of pitch as in hymn practice, but gradually improved as the lesson progressed. They begin to read music and can compose and write simple rhythms using quavers, crotchets and minims. In Year 4, they learn about the pentatonic scale and can use a rest in addition to notes. By year 6, they are using a graphic score and write rhythms and use notation focusing on street cries. They consider such things as mood when composing music. There are opportunities to listen to a range of music in assemblies, including music from different cultures. Music is a strong feature in the school's public performances and pupils, throughout the school, reach high standards in drama and singing in these.
113. Pupils' attitudes are good in Key Stage 1. They listen very careful, enjoy their music lessons and are very self-controlled when given instruments. They seldom play at the wrong time. In Key Stage 2, attitudes are not as good because the lesson seen was taken in the hall and the positioning of the pupils in lines was not successful. However, pupils completed the work set

and standards of behaviour were, overall, satisfactory. Attitudes and behaviour in hymn practice are excellent.

114. Teaching in Key Stage 1 is good. Teachers have clear objectives and good class management. They develop cross-curricular links well, such as the teddy bear song in Year R and link with history in Year 2. Support staff manage those with behaviour problems very well. Teachers use praise very well to encourage and motivate pupils. In the one lesson observed in Key Stage 2, the quality of teaching was satisfactory and in hymn practice very good.
115. The co-ordinator has written a policy and introduced a published scheme to the school since the last inspection, which covers all aspects of the National Curriculum and is used by all teachers. Inservice training has been provided and standards have improved. Music in the school is also strongly linked to religious education. For example, the hymns they sing and chants they learn express a variety of moods and emotions. The subject provides a strong basis for spiritual development. The loss of a music room to a computer suite has meant that the school has had to re-think where and how, in an open plan school, music is best taught. This has not yet been successfully resolved.

PHYSICAL EDUCATION

116. Progress made in physical education since the last inspection is good. The progress made by pupils in Key Stage 1 is good. It was not possible to observe the youngest pupils in this key stage, however. Pupils in Year 1 show very good awareness of space when running and dodging. With practice, they improve their ball skills and demonstrate good body control. Eye and hand co-ordination is good when bouncing, catching and rolling small and large balls. Pupils in Year 2 respond imaginatively to music. They use their whole bodies expressively when representing the effects of fire. Groups of pupils combine to work well at varying levels. Mood and feeling are conveyed through contrasts of speed and shape. Stillness at the beginning and ending of sequences shows control and is effective. They reach standards above those expected of pupils of their age by the end of the key stage. Progress is satisfactory in Key Stage 2. Pupils are able to work individually and in small teams to practise travelling with a ball. They mark each other closely during games sessions, learning to defend and attack. Progress in dance is very good by the end of the key stage. Pupils can use symbols to record choreography. They recognise the elements of traditional country dancing, they know the language and create original dances of quality and authenticity. They reach standards in dance which are above those expected of pupils of their age. National expectations are met in swimming. Pupils with special educational needs make good progress. Pupils' achievement in physical education, overall, in Key Stage 2 is satisfactory. This is the result of high levels of concentration and willingness to work hard which pupils demonstrate and the successful implementation of the new scheme of work.
117. Pupils' attitudes in Key Stage 1 are good. Behaviour is very good. Pupils concentrate well and they sustain effort and control. They display enjoyment in their tasks and demonstrate pleasure when they succeed. Pupils attitudes in Key Stage 2 are good. Pupils in both key stages learn from and value their own work and the work of their peers. They listen attentively to instructions, watch demonstrations closely and benefit from good opportunities to evaluate work constructively. Pupils in Key Stage 2 work together productively. Relationships are warm and boys and girls are at ease with one another. This has a positive effect on attainment, especially in dance, where they use good skills of negotiation. Pupils are prepared to put in physical effort even when running round the football pitch on a cold day.
118. Teaching is good in both key stages. Subject knowledge and lesson planning have been aided considerably by the training given to introduce a new commercial scheme of work. The scheme gives teachers clear guidance. Teachers provide a model of good practice when they wear the correct clothes for physical education. Their calm encouragement, clear direction and insistence on safe practice are conducive to the good learning which takes place. Very good pupil management means that pupils work well collaboratively. Teachers do not always plan well for the nursery nurses who are sometimes under-used during these lessons. Oral assessment opportunities are well used. There is no formal recording of attainment and progress in physical education, however, and this is a weakness.

119. Facilities for outside activities have improved since the last inspection. They are to be upgraded further in the near future. Opportunities for extra curricular activities have also improved with the help of volunteers. This has aided provision for games especially for older pupils who now have some limited opportunities to represent their school in teams. This is an area for further development. There are additional opportunities for outdoor and adventurous activities on residential weekends. The school has followed the correct procedures in displaying one pupil from the National Curriculum.