

INSPECTION REPORT

ROSEDALE CHURCH OF ENGLAND INFANT SCHOOL

Willenhall, West Midlands

LEA area: Walsall

Unique reference number: 104225

Headteacher: Mrs Janet Hosking

Reporting inspector: Mr G Yates
2465

Dates of inspection: 12 – 15 November 2001

Inspection number: 193620

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Voluntary Controlled
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Stroud Avenue Short Heath Willenhall West Midlands
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Appropriate authority:	Walsall
Name of chair of governors:	Mr Michael Bolton
Date of previous inspection:	21 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2465	Mr G Yates	Registered inspector	English Information and communication technology Music Religious education Equal opportunities	What sort of school is it? School's results and achievements How well is the school led and managed? What should the school do to improve further?
9520	Mr J Leigh	Lay inspector		How well does the school care for its' pupils? How well does the school work in partnership with parents?
11922	Mrs J Watkins	Team inspector	Art and design Design and technology Geography Foundation Stage	Pupils' attitudes, values and personal development
7979	Mr A Calderbank	Team inspector	Mathematics Science History Physical education Special educational needs English as an additional language	How well are the pupils taught? How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rosedale Church of England Infant School is an average size infant school and caters for the needs of boys and girls aged four to seven years. It is situated in Willenhall on the outskirts of Walsall in an area of mixed private and public housing. There are 174 pupils on roll. This is a popular school and is currently over subscribed. Six pupils are of black-Caribbean heritage and three pupils are of Indian heritage. However, there are no pupils who are at early stage of learning English as an additional language. The percentage of pupils known to be eligible for free school meals is below the national average. Thirty two per cent of pupils have been identified as having special educational needs, including statements, which is above the national average. There are five pupils at stages 3 - 5, mostly with moderate learning difficulties. One child has a statement of special educational needs. Attainment on entry is average.

HOW GOOD THE SCHOOL IS

The quality of education provided by Rosedale C of E Infant School is good. It serves its pupils and parents well. Very good leadership and management by the headteacher ensure a strong team spirit and much good teaching. The quality of learning and teaching in the reception classes is very good. Standards in National Curriculum tests are average but are rising. Most pupils are keen to learn and give of their best. The school provides good value for money.

What the school does well

- The headteacher provides very good leadership and the day to day running of the school is efficient.
- Teaching is good overall.
- Planning and assessment procedures are very good. The school makes very effective use of assessment information to set targets for pupils to improve.
- Pupils use their writing skills well in other subjects.
- The provision for pupils to take part in activities after school is very good.
- Provision for pupils' spiritual, moral and social development is good.
- The quality of pupils' relationships with each other and with the school's staff is very good.
- Pupils have good attitudes towards school and are cared for very well.

What could be improved

- Standards in art and design and design and technology.
- The opportunities for pupils to discuss their work and explain their reasoning.
- The opportunities for the more able pupils to extend their reading skills.

The school has already recognised that these areas are in need of improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good improvements have been made since the school was last inspected in April 1997. The quality of teaching is significantly better, especially in the Foundation Stage. Provision for children aged five and under is now of a very good quality. School development planning is much stronger and appropriate budgetary links are in place. Curriculum planning systems have been thoroughly reviewed and restructured to ensure a well-balanced delivery of the Foundation (under fives) curriculum and most National Curriculum subjects. The school has made good progress in ensuring that the needs of higher attaining pupils are met in developing their writing skills but more could be done to improve their reading skills. The accommodation has been improved and provision for outdoor play for the under fives is now good. The school has both commitment and the capacity to move even further forward.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	Year 1999	Year 2000	Year 2001	Year 2001	
reading	D	D	C	C	well above average A above average B average C below average D well below average E
writing	D	D	C	B	
mathematics	D	C	C	B	

The chart above shows that standards in the 2001 national tests were higher than in previous years in both reading and writing and standards have been maintained in mathematics. In all three areas results are average when compared with all schools. In comparison to similar schools standards were above average in writing and mathematics and average in reading. The registered inspector to reflect the impact that an above average percentage [30%] of pupils with special educational needs have on the overall standards has changed these grades. Higher attaining pupils achieved above average results in writing when compared with all schools and similar schools but below average results in reading. Teacher assessments in science show results to be average with well above average results at the higher than expected level.

Current standards in English, mathematics, science, information and communication technology, religious education and most other subjects are broadly average. Current standards are high enough. This represents good progress in Years 1 and 2 because 40 per cent of the children in these two age groups have been identified by the school as having special educational needs. However, standards in art and design and design and technology are below average.

The attainment of the children entering the Reception classes is average. They are given a sensitive and caring introduction to the school. As a result of very good teaching, most children will achieve the nationally agreed Early Learning Goals with many exceeding the expectations for the age group in all areas of learning.

Pupils with special educational needs make good progress; the school uses assessment information well to set small attainable targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most are keen to learn and give of their best.
Behaviour, in and out of classrooms	Good overall. Most pupils behave sensibly and play and work together co-operatively. However, in Key Stage 1 a minority of pupils demonstrate immature social behaviour.

Personal development and relationships	Good. Pupils relate very well to all members of the school community. They show initiative and maturity and can be trusted to carry out tasks around the school sensibly.
Attendance	Below the national average. Despite the school's persistent efforts, a few parents take their children out of school during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Very 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.

Teaching in the Foundation Stage is very good overall. Children learn new skills and explore the many and varied well-planned activities provided for them. Good opportunities are provided for children to explore and learn for themselves. As a result the quality of learning is very good in all areas of learning.

In Key Stage 1, teaching is good overall. In both Years 1 and 2 there is effective teaching in English and mathematics, with the National Literacy and Numeracy Strategies well incorporated into planning, enabling pupils to acquire the basic skills of literacy and numeracy. In science pupils are provided with opportunities to explore for themselves. Teachers make good use of religious artefacts to capture pupils' imagination and develop their knowledge and understanding in religious education. Due attention is generally given to the needs of higher attaining pupils. For example, the increasing number reaching higher levels in writing and mathematics and science is evidence of success. However, higher attaining pupils need to be challenged more in their reading. In information and communication technology, geography, history and music teaching is satisfactory.

Teaching is often imaginative and new learning is explained clearly and demonstrated effectively. Lessons are well prepared. As a result pupils' learning is moved on. However, not enough opportunities are provided for pupils to discuss their work and explain how they have arrived at an answer. Homework is of good quality; it is interesting and relevant.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: The curriculum meets national requirements. Teaching programmes are planned well in most subjects, ensuring that pupils are provided with a good range of learning experiences. A very good range of extra-curricular activities and out of school visits adds to the quality.
Provision for pupils with special educational needs	Good; targets for improvement are set and regularly reviewed for each pupil. Learning assistants provide effective support.
Provision for pupils' personal, including spiritual, moral and social and cultural development	Good overall. Provision for pupils' spiritual, moral and social development is good. The school rules are understood and respected by most pupils. The daily acts of collective worship make an excellent contribution to pupils' spiritual development. Provision for cultural development is satisfactory.

How well the school cares for its pupils	Very good. This is a very caring school where pupils' learning and personal development are supported well. Procedures for checking on pupils' academic progress are very good. Assessment information is used very well in most subjects to plan the next stage of learning.
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The school's partnership with parents is very good. Provision for art and design and design and technology provision is a weakness.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership and has worked hard and successfully to improve standards in the school. She is well supported by the deputy headteacher. Subject co-ordinators provide good, knowledgeable leadership for their colleagues and all staff work very well together as a team.
How well the governors fulfil their responsibilities	Satisfactory. Governors fulfil all their legal responsibilities and have a good understanding of the school's strengths and weaknesses. They are proud of their school.
The school's evaluation of its performance	Very good. The quality of teaching and learning in most subjects is analysed. The action taken has improved standards.
The strategic use of resources	Good. All monies allocated to the school for such areas as special educational needs are used effectively.

Staffing levels and resources are satisfactory. The accommodation provides a very good environment for learning to take place. However, work is not always displayed well. Best value for money principles are applied to all purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school. • The school is well led and managed. • Children are expected to work hard and as a result make good progress. • The teaching is good. • Children behave well. • The school helps children to become mature. 	<ul style="list-style-type: none"> • The amounts of homework children are given. • The information they receive about how their children are getting on. • The range of activities the school provides.

The inspection team agrees with the parents' positive views but not with those aspects some parents would like to see improved. Homework is given regularly and is more than the amount in most infant schools. There is a very good range of activities and parents receive well written reports about how their children are getting on.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment on entry to the school is broadly average. However, fewer pupils have special educational needs than in previous years. This is not so in Year 1 and 2 where almost 40 per cent of pupils have special educational needs.
2. Children settle very quickly into the Reception classes due to the very good preparations made for them including the gathering and use of information from a local nursery school about their individual needs. Despite the fact that the children had only been in school for half a term at the time of the inspection it was apparent that they were quickly into a very good pattern of learning and engaging in a good range of activities which catered appropriately for their needs. They are already achieving well. Most children will reach the standards expected nationally for pupils of this age by the end of the Reception year. Many will exceed them. This represents good overall progress. Early years provision has been significantly improved from the time of the last inspection and is now a strength of the school.
3. In the Foundation Stage (children under the age of five), children's personal, social and emotional development is a significant strength of both classes. Children demonstrate independence and a respect for others. They make very good progress and most demonstrate an eagerness to learn. Because of the very good teaching they receive pupils make good progress in literacy and number. The majority of children are on course to achieve the nationally agreed Early Learning Goals in both areas of learning. The highest attainers in literacy can already read simple sentences independently and are well on their way to achieve some of the literacy requirements of the early stages of the National Curriculum. In number they are beginning to count accurately. The children are making good progress in exploring colour texture and pattern and developing their creative skills. In their exploration of the world around them they make good use of information and communication technology. Children make very good progress especially in investigating why things happen and how things work. In physical education they learn to control and curl their bodies in a variety of shapes making very good use of small apparatus.
4. In 2001 the school's results in national tests improved in reading and writing and overall average standards attained in mathematics were maintained. Standards are now average in all three subject areas. When compared with similar schools, standards are above average in mathematics and writing and average in reading. More able pupils did well in both writing and mathematics in achieving the higher levels. However, more able pupils under-achieved in reading with a smaller proportion achieving the higher level. Boys' performance in writing and mathematics exceeded the national average over the last three years but in reading it fell below the national average. Girls' performance in all three subject areas fell below the national average. Teacher assessment of standards in science shows them to be average.
5. Inspection evidence indicates that most pupils are attaining at the expected levels for their ages in most subjects and their achievements, bearing in mind that almost 40 per cent of pupils are on the special educational needs register in Years 1 and 2, are good overall. Very good improvements have been made in raising standards in writing. In art and design and design and technology standards are below average. The school tracks pupils' progress well and underachievement in reading by higher attainers has rightly been identified as an area for improvement this year. Inspection evidence shows that more challenge needs to be provided in the range and opportunities for potentially good readers to further develop their skills. As a result of the good use of assessment information there is now no significant difference between the attainment of boys and girls. Special educational needs pupils make good progress. Major contributory factors in the good progress pupils have made in most subjects

since the time of the last inspection are the very good leadership of the headteacher; teachers' better planning, based on national strategies and the very good use they make of assessment information in setting targets for improvement.

6. Pupils' writing, reading, speaking and listening skills are mostly at the expected standards. Pupils' use their writing skills well in other subjects of the curriculum. However, the good quality work found in their exercise books including the 'afternoon book' is not replicated in the range of writing on display around the school. In some subjects, for example, in science, opportunities are missed for pupils to discuss their findings. In mathematics, insufficient opportunities are provided in both Year 1 and 2 for pupils to explain how they have arrived at a particular answer and this limits the progress they make in learning mathematical language.
7. Whilst improvements have been made in reading more could be achieved. Potential higher attainers are not challenged enough to extend their reading skills and as a result progress in developing higher order skills is limited. For example, during timetabled 'Everybody read in class' sessions they are not given the opportunity to use their alphabetical knowledge in locating information from books in the school's well-stocked library. Pupils have satisfactory information and communication technology skills and use them well in other subjects. Pupils word-process stories of good quality during extended writing lessons. Whilst it was not possible to make an overall judgement about standards in music, pupils' singing skills are well developed and make a valuable contribution to the quality of acts of worship.
8. Standards in both art and design and design and technology are unsatisfactory. The school has concentrated its efforts on improving standards in other subjects especially English and in the Foundation Stage. As a result, there has been little development in art and design and design and technology and standards have declined. The school is very aware of the need to improve standards and has appointed a teacher with subject expertise to coordinate improvement in both subjects, she will take up her post in the term following the inspection.
9. Progress of special educational needs pupils is good. This judgement is broadly in keeping with previous inspection findings. The targets they are expected to work towards are specific. This good progress of pupils owes much to the efforts of the teaching staff to ensure that the work done in class builds upon pupils' prior attainment. The introduction of the National Literacy and Numeracy Strategies is also making a valuable contribution to pupils' progress because lessons focus in on the teaching of specific and important skills. Classroom assistants provide good support.

Pupils' attitudes, values and personal development

10. The attitudes, values and personal development of pupils, including those with special educational needs, are good. As was found at the previous inspection, relationships are very good and a significant strength of the school. Behaviour is good overall. All pupils are treated fairly and the principles of social inclusion are firmly embedded in school practice.
11. Most pupils like coming to school. This judgement is supported by 98% of the parents replying to the questionnaire. The youngest children in the Foundation Stage are eager to explore new learning and sustain concentration well for their age. They respond enthusiastically to the well planned and stimulating provision. Pupils in Years 1 and 2 are interested and involved in their work in lessons, undertake homework, and many take advantage of the wide range of extra-curricular clubs, which are offered to them.
12. Pupils of all ages are involved in the tasks that help the smooth running of the classroom. At lunchtime they manage the choice, payment for and clearing away of their own meals well. Additional responsibilities are given in Year 2 on a termly basis for involvement in the daily routines as School Helpers. Duties include clearing of chairs from the Hall after Assembly, collection of "caterpillar" awards and assisting with the library.
13. Pupils of all ages behave well when the whole school comes together for worship. There is no oppressive behaviour in the playground. During lunchtime pupils enjoy the social occasion which the mealtime provides for them to talk with their friends. Reception teachers have very good strategies, which ensure that most children respond very well to their very high expectations of behaviour almost all of the time during lessons. In other classes there is a minority of pupils whose behaviour lacks maturity. Such pupils are over-eager to be heard and they do not always listen in a careful and sustained manner. Pupils help to form class and school rules. The behaviour policy is successfully monitored and incidences of serious misbehaviour are minimal. There have been no exclusions in recent years.
14. Pupils with special educational needs work well within their classes. They have positive attitudes towards their work because they have specific targets. Pupils are able to persist with their tasks because the work is well matched to their individual needs. The school has maintained a good standard of provision since the last inspection. Pupils are well integrated into all aspects of school life and receive the necessary help they need which promotes their learning well; this is especially true of pupils with behavioural problems.
15. Attendance, although improving as a result of the persistent efforts of the school, is still below the national average. Parents taking holidays in term time and taking their children out of school adversely affect it. The level of unauthorised absence is now well below the national average. Registration in the morning and afternoon is efficient and recording is accurate. Pupils arrive on time for lessons, which results in a prompt start being made and pupils are quickly into their work.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall. In the lessons observed, all the teaching was satisfactory or better, of which 67 per cent was good or better and 14 per cent was very good. Teaching was very good overall in the Foundation Stage, where every lesson seen was at least good or better and 66 per cent were very good. In Years 1 and 2.59 per cent of the teaching was good.
17. At the last inspection, teaching of pupils under five was judged to be unsatisfactory and satisfactory in Key Stage 1 with some good and very good teaching seen. On this evidence the quality of teaching has improved significantly since the previous inspection with the greatest improvement in the Foundation Stage which has been turned from a weakness into a strength of the school.
18. In the reception classes, the teachers and teaching assistants have a good knowledge and understanding of early learning and child development. They use language well and directly teach skills within an effective social setting. Clear procedures, routines and expectations have been established to create opportunities for the development of independence and initiative. All staff know how to talk to and engage the pupils. Their questions and comments often raise the quality of learning. A good example of this was in a literacy and communication session when the children sat round in a circle and took it in turns to say out loud words beginning with the phoneme 'a'. One child said it was the second letter of his name. The teacher picked up on the reply given and explained to the rest of the class what a good answer it was because Mark had been clever enough to recognise that 'a' came after 'm' in his name. She also made clear the distinction between the sound and the name of the letter.
19. Teaching in Years 1 and 2 is good overall and ensures that the pupils make at least satisfactory progress. It is effective in ensuring that the pupils learn the basic skills in reading, writing, number and science. However, it is not as effective in ensuring that higher attaining pupils are suitably challenged in their reading to enable them to use reference material for different purposes. Teachers have worked hard and successfully to develop writing across the curriculum. The quality of some of the work being produced is very good. For example, pupils in Year 2 produce their own pamphlets about 'Animals and Plants in our Surroundings'. They include such information as, 'Beetles hide their wings away. When they fly, the front cover lifts and the back wings unfold.' A common weakness in teaching is the lack of opportunities provided for pupils to discuss their work and to explain the reasoning behind their answer. This was very evident in physical education lessons where pupils were not encouraged to evaluate their own performance or that of others. Sometimes teachers' questions only require one word or short responses and pupils do not have the opportunity to show how much they actually know.
20. The teaching of literacy and numeracy is good overall with particular strengths in the teaching for pupils in Years 2. All teachers have good knowledge in how to teach the basic skills in reading, writing, spelling, grammar, punctuation and number. Teachers plan conscientiously and their planning draws on the guidance for teaching from the National Literacy and Numeracy Strategies. Teachers make very good use of the information they get from assessments in English and mathematics to ensure that the work they set is suitably matched to pupils' prior attainment.
21. Teaching is good in science. Teachers have a good knowledge of the programmes of study for science. They use relevant scientific terminology, explain tasks clearly and provide pupils with opportunities to investigate and find out information for themselves. It was not

possible to make a judgement about teaching in art and design, geography and design and technology. However, in art and design and design and technology a scrutiny of work revealed that pupils were not making sufficient progress and their skills were not being developed as they move through the school. Teaching is satisfactory overall in all other subjects.

22. During the inspection, the teachers made effective use of some practical aids, such as flip charts, mathematical games and small whiteboards in English for pupils to draft and show their answers. Similarly, the computers were well used during most lessons to extend pupils' learning and to help them learn better keyboard skills. However, there was no evidence of number fans being used by pupils during the mental sessions of the numeracy lesson in order to display their answers. In the reception classes the pupils benefit from well-presented and displayed information that guides their work in spelling, writing and number. For example, there are key words and numbers on prominent view and adults draw the children's attention to them. However, this is not the case throughout Years 1 and 2 where the quality of display does not do justice to the standard of work the pupils produce in their books especially in writing.
23. Class control is good overall. The very good quality of relationships between the staff and pupils makes a valuable contribution towards the quality of the learning and the standards achieved. Most pupils respond positively to the firm quiet authority of their teachers. However, a Year 1 class contains a number of pupils with identified behavioural problems and there is sometimes insufficient support to ensure that they remain on task for the whole of the lesson.
24. Pupils with special educational needs are well integrated into classes and teachers' planning takes appropriate account of their needs. Teachers usually have high expectations of the standards they want the pupils to achieve. They tend to spend extra time supporting special educational needs pupils as they move around the class. Sometimes special activities are set but in general they use the same materials as the rest of the class but usually presented at a level appropriate to their prior attainment. Support in general from teachers and other adults is very effective. The progress of all pupils on the register is well monitored. Staff are very sympathetic to the needs of special educational needs pupils and the atmosphere in class is supportive. Teachers work very closely with all support staff. The classroom assistant who works with the statemented pupil provides good support.
25. The work of all the support staff is good. They play a vital role in managing the pupils and guiding them in activities. In working with the pupils, the teachers and support staff always give very positive and helpful comments about progress and achievement. This has a positive impact on pupils' self-esteem. Work is marked conscientiously and pupils are made aware of the learning targets they have to work towards in order to improve. Teachers set appropriate homework that makes a valuable contribution towards pupils' progress.

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

26. The quality of the curriculum is good for children in the Foundation Stage and for those pupils in Years 1 and 2. All statutory requirements are met and the pupils benefit from a very good range of extra-curricular activities. The school's curriculum is inclusive and ensures equality of access for all its pupils.

27. The curriculum for the children in the Foundation Stage has improved significantly since the previous inspection when it was found to be unsatisfactory because the school was not following recommended national guidelines. At that time, the children had to follow the National Curriculum from the age of four and the work they were expected to do was too difficult. This is not now the case. Much hard work has been done to establish an appropriate curriculum for children in the Foundation Stage that is based appropriately on national guidance and covers the six areas of learning effectively. It ensures good progression in children's learning. Good emphasis is placed on the children learning through experience and language and very good teaching prepares pupils well for the next stage of their education.
28. The school provides a good curriculum that is broad, balanced and relevant for the pupils in Years 1 and 2. All National Curriculum subjects are taught as well as religious education. Information and communication technology is delivered very effectively through other subjects right across the curriculum. However, pupils' skills in art and design and design and technology are not being systematically developed as pupils move through the school and as a result standards are below average.
29. The school has successfully introduced the programmes and guidance of the National Literacy and Numeracy Strategy and like most other schools, gives more than half of the teaching time to these subjects. In both subjects there are areas for improvement. For example, more opportunities need to be provided for higher attainers to extend their reading skills and in mathematics pupils are not always encouraged to explain how they arrived at an answer. A strength of the work being done in literacy is the high quality of pupils' writing and the way in which they are required to use their good skills in other subjects such as science.
30. Planning has improved a lot since the last inspection and is very good. The school no longer uses a topic approach and curriculum policies and schemes of work have been reviewed to ensure continuity and progression in most subjects. In planning the curriculum, the teachers draw on subject schemes which take account of recent statutory changes and draw on national guidance as to what each year group should be learning. National Curriculum requirements are met in full.
31. Provision for pupils' personal, social and health education is good. Through circle time - when all pupils have a chance to say what they wish - pupils are being encouraged to discuss issues and dilemmas. For example, in a Year 2 class pupils developed their confidence to express ideas when talking about what made them happy or sad. They are given essential facts and the necessary skills and knowledge to enable them to make informed decisions for themselves about such issues as what to eat if they want to have a healthy diet or the responsibility to care for the environment. The school is in the process of setting up a School Council to enable the pupils to participate in decision making. Sex education and drugs awareness are taught as part of the wider curriculum, through, for example science.
32. The school has supplemented the budget for special educational needs and as a result curricular provision for special educational needs is good. Early identification procedures enable the co-ordinator to work closely with colleagues and parents to provide clear and well-focused individual targets for pupils to work towards. Sometimes pupils are withdrawn from lessons in order to receive one to one teaching. The quality of this tuition is good and is one of the reasons why special needs pupils are making good progress.
33. The school organises a very good programme of extra-curricular activities, which are well attended by both boys and girls. All members of staff give of their free time to provide a very

good range of creative, intellectual and sporting activities including French, art, music and football. Visits out of school and visitors to school, such as Mr. Rotavator, enhance curricular provision.

34. The school has good links with the local community and very close ties with the church. These are used effectively to support the pupils' learning. The children take part in many activities in the community. For example, they take Harvest baskets to elderly residents, sing at Christmas and Easter at local senior citizens homes and take part in Sunday Services in the Worship Centre. There are good links with the local nursery where staff have worked together to ensure continuity and progression across the Foundation Stage and ease of transfer. There are satisfactory links with the junior school. Some parents help in classrooms and this has a beneficial effect on pupils learning.
35. The school continues to emphasise pupils' spiritual, moral, social and cultural development. As was found at the previous inspection the overall provision is good. The school continues to provide a very welcoming and caring Christian ethos. Relationships are very good and adults provide good examples of how to work together.
36. The provision for spiritual education is good. There is a clear, newly written policy for spirituality in place. The daily acts of collective worship, which are inspected separately by the Diocesan Authorities, make an excellent contribution to pupils' spiritual development. There are very strong links with the church and clergy. Music and candles create an appropriate atmosphere for worship, which includes poignant references to such fundamental questions as a birth within a family and a death within the community. Themes are well chosen to encourage pupils to consider their own emotions and attitudes. Evidence from displays of pupils' work, such as a pastel drawing entitled "Who is God?" and written recollections "Memories of Rosedale" by a Year 2 class are indicative that pupils are encouraged to be reflective. During the inspection the wonder of discovery was observed when Reception children delighted in completing a circuit to light a bulb and trigger a buzzer.
37. The provision for moral development is good. Pupils have had the opportunity to contribute to the clear sets of rules, which are prominently displayed throughout the school. An effective system of rewards and sanctions is operated. Care for each other and property is evident in day-to-day routines. Environmental awareness is promoted extensively through lessons, activities such as the gardening club and occasions such as Mr. Rotavator's Garden Day. Consideration for those less fortunate is successfully fostered through a wide range of fund-raising in support of many charities and the school sponsors a child in Southern India.
38. The provision for social development is good. Younger children are quickly expected to become independent within a secure environment. Older pupils are given additional responsibilities to help with the smooth running of the school. Lunchtime arrangements provide pupils with good social opportunities to play together harmoniously and to talk with friends during the meal. A very good range of extra curricular clubs is offered. These range from a gardening club to playing netball with pupils from another school. Pupils enjoy taking part in school performances before an audience. Visits to elderly people, for example at Christmas and Harvest time helps them to develop an understanding of living in a community.
39. Provision for cultural development is satisfactory overall. Pupils have good opportunities to learn about their own cultural heritage during lessons, such as history, geography and religious education, and their knowledge and understanding is enhanced, by visits and visitors. They have very few opportunities to encounter the work of famous artists. Some learn to play the violin and cello. The school successfully participates in music and drama festivals and visits are made to the theatre. Pupils learn about some traditions of other

cultures in the course of school life, and a small group is learning to speak French. However, as was found in the previous inspection the study of other cultures is less well emphasised and there continues to be a need to develop this aspect. Some of the reference materials about other cultures in the library are out of date.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school has good procedures for child protection and for ensuring the welfare, health and safety of its pupils. Pupils benefit greatly from this provision and as a result learning takes place in a very supportive environment. This is an educationally inclusive school with very good procedures for assessing pupils' attainment and for identifying pupils who may need further help to learn effectively.
41. There is an effective health and safety policy. It demonstrates commitment and has appropriate and extensive arrangements for health and safety. The school has appointed and trained a teacher to be a competent person for matters of health and safety. Risk assessment is most effective as a result of regular inspections of the school by staff and the premises officer. All external trips, such as to Shugborough Hall and the Telford Wonderland are subject to detailed risk assessment. There is a dedicated health and safety committee, which includes governors. The school does all it reasonably can to ensure the health and safety of its pupils.
42. The school works consistently, and with determination, to secure the best interests of all its pupils, to safeguard their welfare and promote their development. Staff know the pupils in their care as individuals, are fully aware of their physical, emotional and intellectual needs and show a genuine interest in their welfare. This results in very good relationships between staff and pupils. It ensures that all can work and play in a safe, caring and secure environment. There is good supervision of pupils in lessons, outside lessons, at mealtimes and at play times.
43. There is a designated person for child protection and all staff are aware and alert to any potential issues. Local procedures are followed in practice are monitored and there are appropriate and effective links with relevant agencies and those with parental responsibility. Child protection has a high profile and the school ensures that it is handled sensitively and effectively.
44. There are good procedures to promote, monitor and improve attendance, which have been used to effect an improvement in attendance rates. Staff actively encourage good attendance. For example, pupils compete for a class attendance cup, which is presented in assembly, and is highly prized. Good procedures are in place to communicate with parents. A few parents and carers still do not notify the school early enough to give reasons for absence. The education welfare officer visits the school regularly and is effective in using attendance data gathered by the school to investigate unauthorised or excessive unexplained absence.
45. The school has good procedures to monitor and promote good behaviour and eliminate oppressive behaviour including bullying. Staff including teachers, classroom assistants and midday supervisors mostly apply the behaviour policy well also ensuring playground rules and dining hall rules are followed. The vast majority of pupils are very aware of expectations and there is a most effective reward and sanction system in place, which is used well by most members of staff. Good behaviour and attitude to work are recognised in classes and in assemblies. Unsatisfactory behaviour in some lessons can be disruptive. As appropriate, some pupils, mainly those with special educational needs have behaviour targets, which are monitored, with the aim of effecting improvements in their behaviour.

46. There are very good procedures to monitor and support the personal development of pupils. The information is used well and is included in pupils' annual reports to parents. The school has an effective personal, social and health related curriculum, which is planned and supports in full the personal development of all pupils. Information is used to develop the personal attributes of pupils such as confidence, initiative, taking responsibility, social skills, moral skills and the making of choices. Very good examples were seen in assemblies and in the reception classes of pupils speaking with confidence in front of their friends. Pupils are given responsibility, for example first aid friends help and accompany pupils to staff trained in first aid. Pupils' personal attributes are encouraged and recognised throughout. Personal, health and social education lessons and other curricular lesson opportunities make a positive impact on personal development in areas such as healthy living and good citizenship. These lessons ensure that pupils become increasingly independent, self confident and knowledgeable about themselves and healthy and safe living.
47. The support and guidance offered to pupils who have a special educational need is very good and the equal opportunities policy is implemented. The school is a very caring community that promotes pupils' self-esteem. The pupils with SEN are provided with additional support and encouragement so as to enable them to take a full part in school activities and to accept and exercise responsibilities. The quality of liaison with support agencies is good. Most parents attend reviews. Members of staff know their pupils very well. A very good working atmosphere prevails. Pupils are confident to approach adults for help. Pupils are provided with suitable targets for improvement. Pupils receive good feedback during lessons.
48. Since the previous inspection there has been good improvement in the effectiveness of the school's procedures for assessing pupils' attainment and progress. Procedures and the use made of the information gathered are very good. Improved record keeping and target setting have helped to ensure that pupils of all attainment levels make good progress. Use of the Walsall system for the early assessment of pupils' attainment gives a firm base from which to measure progress.
49. In most subjects especially English, mathematics and science very good use is made of assessment information to track pupils' attainment, ascertain the effectiveness of teaching strategies, to inform future plans and to set targets. Individual target ladders involve pupils in their own learning very well. Teachers have a good grasp of what pupils know, can do and understand in these subjects. In other subjects planning is monitored to ensure that adequate coverage is taking place. The school has effective systems in place to ensure that the information gained from assessments can be used to guide future learning. There are examples of good marking of pupils' work, which gives them pointers for improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents have very positive views of the school. Parents and carers are well satisfied with the quality and effectiveness of what the school provides and achieves. Nearly all parents have the view that pupils are making good progress. The vast majority say that they are well informed about the progress their child is making, although a small minority say that they are not well informed. Inspection evidence shows that there are good opportunities for parents to be informed about progress. The vast majority of parents say that the school works closely with them. They feel very comfortable about approaching the school with questions and problems. A minority felt that pupils did not have the right amount of homework. Inspection evidence does not support this, a good quantity of good quality homework is set and provides good extension to pupils' learning. A small minority of parents said that the school did not provide a sufficient range of extra-curricular activities. The school provides a very good range of extra-curricular activities, which is well above that found in other Infant schools.

51. The quality, relevance and usability of general information provided by the school to parents and carers are good. A twice-termly review newsletter, regular general letters and other school information keep parents informed well. The school prospectus is well-written, interesting, informative and meets requirements. All parents spoken to during the inspection week agreed that they understood what was going on in the school. The reporting of the progress made by pupils with special educational needs pupils is good. Most parents of pupils with special educational needs are supportive, involved and attend the review meetings. The reporting on progress for other pupils is good. Annual reports to parents describe achievement and progress, which at the end of Year 2 is linked to National Curriculum attainment levels. About three targets are set for every pupil and there is opportunity for parents to comment. The school has good opportunities throughout the year for meetings and communication with parents.
52. The school is most successful in promoting and encouraging links with parents and carers. The school is very welcoming to parents and carers, an open door policy operates and parents are at ease when approaching staff. Staff are available to discuss pupils with parents and carers. Good numbers of interested and committed parents provide help and support in the life of the school. These parents are highly valued by the school and make a significant contribution to children's learning.
53. The contribution of parents and carers to children's learning is good. Most parents provide effective support, for example in reading and encouraging their children to do their homework. The home-school link book is used with effect by most parents to support their child's learning. The school has implemented home-school agreements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Overall the leadership and management provided by the headteacher, key staff and governors are good. The general organisation and administration of the school are efficient and effective. The school successfully meets its aims. Its Christian ethos is very good and closely tied to the awareness of all staff of the school's policy on equal opportunities. All staff conscientiously reinforce social inclusion and praise achievement. This creates a warm, uplifting and encouraging feel throughout the school.
55. The headteacher provides very good leadership and gives the school a very clear sense of direction. Since her appointment just before the previous inspection she has ensured that standards in subjects and the quality of education the school offers have improved. As a result the school is now over-subscribed. She is well supported by the newly appointed deputy headteacher. Increased responsibility has successfully been delegated to subject co-ordinators to manage their subject areas. There have been considerable staff changes since the previous inspection. The combination of staff experience and expertise successfully meets the demands of the curriculum. Staff are dedicated and conscientious, and they work effectively as a team, supporting and encouraging each other.
56. The school has made good progress in addressing the issues raised in the last inspection report. As a result of the improvements in teaching, standards have risen and teaching in the Reception classes is now of a very high standard. School development planning is much stronger and areas for improvement have been appropriately costed out. Curriculum planning is now very good and curriculum time is well used. The quality of the accommodation has improved.
57. The governors provide committed support and are involved effectively in all aspects of school life. They receive regular reports from the headteacher and as a result the governing

body is kept well informed about what is going on in the school and how best to carry out their duties. Governors have a good understanding of the school's strengths and weaknesses. They use information effectively to shape and support the school's direction and improve provision. Through its committee structure the governing body meets all of its statutory responsibilities.

58. The procedures for monitoring the implementation of curriculum policies and the standards pupils achieve are very good. The results of these assessments are carefully analysed and the information is used effectively to plan strategies and set targets for future progress in most subjects especially English, mathematics and science. For example, the school identified writing as an area for development. As a result of the action taken, standards have risen. The school is very aware that reading standards for higher attaining pupils need to improve and this is a major focus for improvement in the current academic year.
59. Subject co-ordinators manage their areas of the curriculum effectively. They ensure that agreed learning policies are being implemented. Co-ordinators have carried out classroom observations to evaluate their subjects during designated periods of high profile monitoring. The headteacher ensures the quality of teaching is regularly monitored. Teachers undertake self-assessments of their own performance.
60. Arrangements for the professional development of staff are effective and take due account of teachers' personal needs and the objectives identified in the school improvement plan. The school works hard to meet the continuing professional development needs of its staff. The previous inspection found that legal requirements with regard to staff appraisal were not met. This is not now the case and the performance management process has been successfully introduced. The school's very good procedures for the induction of staff new to the school ensure that they are fully informed on procedures, curriculum planning and resources.
61. The school development plan is appropriately focused on the raising of standards. It is based upon a thorough review of the strengths and weaknesses in performance. All staff and governors have the opportunity to contribute ideas. Criteria with which to measure success is linked effectively with the clear and appropriate priorities in the plan to specific targets, which have deadlines for completion. The responsibilities for taking the necessary action are allocated.
62. Financial planning and management are very good. The school budgets systematically for all expenditure and is clear about the cost of its development. The principles of best value for money are applied on purchases. The headteacher, secretary and governors conscientiously follow clear financial procedures. There are clear systems in place for ordering materials and handling monies. All the recommendations made in the last audit report have been put into practice. As a result of careful budgeting the school has been able to employ an additional classroom assistant this term and an extra teacher takes up her post in the spring term. The school does not receive any additional grants from local or national initiatives.
63. Funding for special educational needs pupils is supplemented from the school's own budget and is managed and used well. All staff work closely with the coordinator who is given non-contact time to carry out her duties each week. Parents are kept well informed and invited to all reviews. Staff are aware of all procedures. Very good and detailed records of all assessments, individual education plans and recommendations made in relation to annual reviews are kept. Specialist support is well managed and organised. The school's policy complies with the 1994 Code of Practice on the identification and assessment of special educational needs pupils. There is an appropriate governor designated as a responsible

person who oversees SEN. The overall arrangements for special needs are very effective and fit well into the arrangements for teaching the literacy and numeracy lessons. Pupils make good progress.

64. The school has a sufficient number of teaching staff who are suitably qualified and experienced to meet most of the demands of the National Curriculum, Foundation Stage curriculum and religious education. The school has recognised the need to improve provision for art and design and design and technology and a teacher has been appointed to take up post in the spring term with expertise in these two subjects. The school benefits from a staff with a range of experience and length of service. Teachers work very well together as a team. Classroom assistants and lunchtime welfare assistants support teachers effectively and ensure the well being of the pupils.
65. The accommodation is good. Most classrooms are of an adequate size and bright. Since the previous inspection temporary classrooms have been dismantled. The school buildings are kept very clean and provide a good learning environment. The site manager has been very effective in making parts of the building very welcoming. A recent initiative involving the BBC has enhanced the provision for the school's youngest pupils. The Christian worship centre is well used by classes to promote spiritual development. Whilst there are some good examples of work being displayed well some displays are less attractive and do not, for example, reflect the good levels of pupils' writing that can be found in their exercise books. There is good, safe access to the outside area for all classes and appropriate access for the disabled. The playground and surrounding areas are of a good size and have been made very attractive. There is a separate safe outdoor play area for children in the Foundation Stage. This extends their opportunities for physical, social and creative development. The whole area, inside and out, is maintained to a high standard by the site manager and his team.
66. Resources are good in most subjects and used well. For example, very good use is made of class computers in English and mathematics lessons to develop pupils' skills in information and communication technology. However, the school would benefit from better teaching apparatus for the subject. Resources in art and design are unsatisfactory. For example, there is not a suitable range of different types of paper. The education of pupils in the Foundation Stage is effectively supported by a good range of apparatus, including large play equipment, for each of the areas of learning. The library is well stocked, but opportunities are missed to use it to promote higher levels of reading for more able pupils, for example during designated 'let's all read in class' sessions. Visits and visitors enrich curricular provision.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to improve even further the quality of education the governors, headteacher and staff should:

1. Bring standards in art and design and design and technology in Years 1 and 2 up to an average or better level by:
 - ensuring that teachers have the necessary skills and resources available to teach all aspects of the subjects;
 - ensuring that adequate time is made available for pupils to develop and use the required skills;
 - monitoring classroom practice to ensure that the subjects are taught well.
(see paragraphs 109,110 and 111 in the report)
2. Ensure that more opportunities are provided for pupils to discuss their work and explain their reasoning.
(see paragraphs 90, 100 and 106 in the report)
3. Provide more opportunities for higher attaining pupils to extend and improve their reading skills.
(see paragraphs 84 and 91 in the report)

The school has already recognised that these areas are in need of development

Other areas for improvement to be considered by the school.

- Improve the quality of the display of pupils' work.
- Provide more opportunities for pupils to learn about different cultures.
(see paragraphs 39, 65 and 87 in the report)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	23	14	0	0	0
Percentage	0	14	53	33	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	174
Number of full-time pupils known to be eligible for free school meals	N/a	21

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	55

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	7.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	22	36	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	21	22
	Girls	30	32	33
	Total	49	53	55
Percentage of pupils at NC level 2 or above	School	84(75)	91(83)	95(93)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	21
	Girls	32	33	34
	Total	53	55	55
Percentage of pupils at NC level 2 or above	School	91(82)	95(97)	95(85)
	National	85(84)	89(88)	89(88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	109
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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR - Y2

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: YR - Y2

Total number of education support staff	4
Total aggregate hours worked per week	93

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000/1
	£
Total income	379,985
Total expenditure	373,363
Expenditure per pupil	2,158
Balance brought forward from previous year	6,721
Balance carried forward to next year	13,343

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	174
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	2	0	0
My child is making good progress in school.	54	40	2	0	4
Behaviour in the school is good.	50	44	2	0	4
My child gets the right amount of work to do at home.	38	30	14	2	16
The teaching is good.	62	28	8	8	10
I am kept well informed about how my child is getting on.	42	40	10	2	6
I would feel comfortable about approaching the school with questions or a problem.	62	36	2	0	0
The school expects my child to work hard and achieve his or her best.	68	26	0	0	6
The school works closely with parents.	46	44	4	2	4
The school is well led and managed.	60	36	0	0	4
The school is helping my child become mature and responsible.	58	36	0	0	6
The school provides an interesting range of activities outside lessons.	42	28	6	2	22

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

68. The Foundation Stage is now a strength of the school. Much has been achieved since the previous inspection when provision for this age group was identified as being a significant weakness.
69. Children are normally admitted to the two Reception classes in the September following their fourth birthday. Prior to admission there are opportunities for them to visit, several times if they wish, for a story and a snack. Almost all have attended a nearby Nursery. They come to school with a range of competencies within the average range. In the current year, a significant proportion of children have under-developed speaking and listening skills on entry and a minority lacked some of the social skills. By the time they start Year 1 almost all are expected to have achieved the nationally agreed Early Learning Goals in each area of learning. Many will exceed them. This represents good overall progress. The two class teachers are well supported by teaching assistants and other additional adult helpers. The quality of provision is very good. Good indoor and outdoor refurbishment and the purchase of new resources have recently enhanced it.

Personal, social and emotional development

70. This area of learning is a significant strength of both classes where routines are designed to promote good behaviour, independence and a respect for others from the very start. Pupils make very good progress and this prepares a good foundation for future learning. In the short time that the children have been in school, most demonstrate an eagerness to learn, and some independence, for example, they can manage their own clothing for outdoor play and physical education. At the start of the school day they participate in an orderly manner, waiting their turn to choose and purchase snacks, handling the money sensibly. They take responsibility for small tasks such as taking the register to the office and tidy up after themselves as a matter of course. In both classes most children are attentive during whole class lessons and are learning, with adult guidance that others have a right to be heard. When working as part of a small group they usually remain on a task until it is finished to their satisfaction. Most try out new activities confidently when given the option to choose. The quality of teaching is very good.

Communications, Language and Literacy

71. The majority of children are on course to achieve Early Learning Goals in this area of learning in respect of reading and writing. The highest attainers already recognise a range of familiar words and can read simple sentences independently. They are on target to achieve some of the requirements of the early stages of the National Curriculum well before the end of the Reception Year. During the inspection high attaining children were observed to talk about what they would do if they met a bear and to over-write sentences written by the teacher. Examination of recorded work from the previous school year indicates that by the end of the year most children are able to attempt their own 'marks' and form recognisable letters such as when compiling a Christmas list. Higher attainers are able to write a sentence independently. Although high attaining children show that they are able to use talk to connect ideas, to predict what might happen next and to reflect on past experiences, the speaking skills of many children are less well developed.
72. The quality of teaching is very good. Very well planned lessons take good account of the National Literacy Strategy and activities are carefully designed to reflect the differing

learning needs of very young children. Classroom displays are well-labelled and interesting vocabulary such as that associated with water play is very much in evidence in one class. 'Big Books' are used effectively as shared texts, which heighten children's interest in literature and imaginative strategies are deployed to extend their concentration. Information and communication technology was used effectively during the inspection when teachers used a 'Power Point' presentation to reinforce the learning of the lesson. Relationships are very good, expectations are very high and the children respond accordingly. Additional adults are well briefed and deployed. The contribution made by parents to their children's learning is recognised and appreciated. Teachers continually assess what the children know, can do and understand, and use the information to provide tasks which are very well matched to their attainment levels and which are sufficiently challenging to take their learning further. This results in good progress being made by all pupils, including those few who are identified as having special educational needs.

Mathematical Development

73. Children enter the Reception classes having had a range of play experiences in counting, comparing objects of differing size and recognising and arranging shapes, which are broadly typical for their age. During the Reception Year all children, including those with special educational needs, are making good progress, so that by the time they enter the Year 1 classes most will have reached the expected learning goals for the age group. Higher attainers will exceed these. At the time of the inspection a substantial number of higher attaining children were able, with support, to add the dots on the two dice together and match them with a numeral up to 10 on a base board, as part of a game. Average attainers recognise numerals to 6, can match them with another similar numeral and the equivalent number of dots on dominoes, and they are beginning to understand the concepts of more, less and the same as. Lower attaining children are beginning to count five objects reliably. Counting songs and rhymes help them to remember number sequences. Most children are able to recognise and name simple plane shapes and gain some understanding of height, length, weight and capacity as part of their play. They frequently use information and communication technology to reinforce their mathematical knowledge and understanding.
74. The quality of teaching and learning is very good. Lessons are very carefully planned, compatible with the National Numeracy Strategy and proceed briskly. Children's learning is continually assessed. Resources are bright, attractive and appeal to young children. Adults are well deployed. They usually give clear instructions and ask appropriate questions, so that children acquire a good understanding of concepts through practical activities.

Knowledge and Understanding of the World

75. Children make good progress in this area. Most children reach the standards expected for their age. They have good opportunities to investigate why things happen and how things work. For example, they were able to experience the wonder of lighting a bulb and triggering a buzzer by manipulating a bull-dog clip to complete a circuit. They were fascinated to find what sort of objects would or would not cling to a magnet, and that the magnets still worked under water. Higher attaining pupils recorded their findings well. Teachers' planning and photographic evidence indicates that good use is made of the outdoor area. For example, children enjoyed observing the Premises Manager help 'Bob the Builder' transform sand, cement and bricks into a small wall. They have discussed how the wheels on bikes can make them go faster or slower. They have used magnifying glasses, binoculars and clipboards to find out and record more about the plant life in the area. Teachers' planning indicates that religious education is appropriately included in pupils' knowledge and understanding of the world.

76. The quality of teaching is very good. The activities provided are stimulating, enjoyable and encourage children to predict, observe, talk about and sometimes record their findings.

Physical Development

77. The provision for physical development is very good. Very good teaching results in most children developing the ability to move confidently with the co-ordination and control appropriate for their age. Regular lessons in dance and gymnastics, which take place in the Hall, are supplemented by planned outdoor activities. These involve, for example, the development of skills in the use of small apparatus such as balls and hoops, large trundle toys, activities that heighten awareness of road safety and socially inclusive circle games. The outdoor environment contributes well to pupils' learning. Further development of the outdoor provision, such as climbing equipment, is currently being planned as part of the school improvement programme. Many opportunities are provided within the classroom for children to develop manipulative skills in the safe use of a wide range of tools and implements. These include, for example, learning the correct pencil grip, how to use scissors accurately and how to manipulate the computer mouse.

Creative Development

78. Children in both Reception classes use materials such as dough, clay and constructional toys to make models. They draw, print and paint, sometimes using the computer to produce pictures. At the time of the inspection, one class had observed the work of Henri Rousseau and gone on to create their own 'jungle' pictures to reflect his style. They were very interested to see how powder can become paint and how two colours can make a third one. As a result of good teaching they know that the addition of black and white can make a darker or lighter shade. Good opportunities are created for children to play spontaneously and imaginatively, for example in the Reception 'Space Ship'. Musical skills are developed well. By the end of the Foundation Stage attainment is broadly in line with that found in most schools. The quality of teaching is good.
79. The co-ordinator is very well informed. She has revised the curriculum to reflect the most recent guidance and all early years staff have been involved in related training. The collaborative planning system is very effective, and is a strength of the teaching quality. Much use is made of assessment, including a baseline assessment on entry, and observations made by all members of the Foundation Stage team. These are used effectively to inform future learning and to set realistically stepped targets for children of all attainment levels. Classroom assistants are very effective and support pupils well. Very good links have been established with the feeder Nursery to encourage a smooth transition for the children. Comprehensive records are maintained based on the most recent guidance, which clearly indicate pupils' progress.
80. Activities are well differentiated and group targets are set for the major curriculum areas. Thought is given to providing inclusive situations, which incorporate the three senses of sight, touch and hearing. Information for parents is informative and attractively presented. New resources have been well chosen with 'best value' in mind. The attractive accommodation, which provides a very stimulating learning environment, owes much to the ideas and efforts of parents and school staff as well as the BBC's Real Rooms programme.

ENGLISH

81. In the most recent national tests, standards achieved in reading and writing, at the end of Year 2, are average when compared with all schools. This represents good progress over time in that there was a large number of pupils with special educational needs in the age group. In both reading and writing, results have improved since the previous inspection. The proportion of pupils reaching the higher level in writing has greatly improved but in reading

improvement at this level has not been as marked. Compared with similar schools pupils achieve above average results in writing and average results in reading.

82. Inspection evidence indicates that pupils attain average standards by the end of Year 2 but higher attainers could do better in reading. Pupils have good writing skills and use them well in other subjects. Pupils with special educational needs are given a good level of support in English lessons and are progressing well towards the specific targets set for them. There is no substantial difference between the attainment of boys and girls. This is because the school, unlike at the time of the last inspection, uses assessment information well in ensuring that most pupils make good progress. As a result of assessments carried out, the school has already recognised that standards in reading for the high attainers need to improve. The National Literacy strategy has been introduced well and is firmly embedded in the teaching of the subject.
83. By the age of seven pupils have average speaking and listening skills overall. They are able to express their views but some lack confidence. In whole class discussions opportunities are not always provided for them to raise questions. However, most respond well to teachers' questions. In Year 1 in particular there is evidence of pupils' not listening well to what others are saying despite the teacher's best efforts. Assemblies make a valuable contribution to pupils' listening and speaking skills. For example, during a 'good work' assembly pupils come out to the front of the hall and talk to the rest of the school about aspects of their work. In other subjects whilst opportunities are provided for pupils to use their speaking and listening skills more could be achieved. For example, during the week of the inspection no pupils were observed explaining the way they had worked out the answer to a particular problem.
84. Pupils by the end of Year 2 read to a satisfactory standard and progress across the key stage is satisfactory overall. Many pupils can use their knowledge of sounds that letters make and the general meaning of the sentence they are looking at to read unfamiliar words. When reading aloud, they have due regard to punctuation and some pupils can add emphasis by using appropriate tone of voice. Whilst there is a growing awareness amongst pupils that information can be found in a variety of sources potential higher attaining readers need more opportunities to develop their skills in locating information in different texts. Whilst they read accurately and fluently they are less proficient in, for example expressing their views about what the main points of a story are and why they like or dislike a particular book.
85. Pupils write well and standards are rising and are never less than satisfactory. The weaknesses found at the time of the last inspection with regard to insufficient materials being available to support the development of writing skills have been fully addressed. The pupils are given very good opportunities to use their skills in other subjects. By the end of Year 2 they have satisfactory skills and can write in a range of forms including stories, instructions, poems and messages. They use their information and communication technology skills well. Much of the work produced is competent and imaginative. It is rare to find a story that begins with, 'One day' or a similar phrase. Most monosyllabic words are spelt correctly and pupils make good attempts to spell words that begin with silent letters such as 'know'. Inaccuracies in the spelling of more complex words are usually good guesses such as 'becos'. In some lessons, dictionaries are not readily to hand to help pupils develop and use their information seeking skills.
86. Examples of pupils' using their writing skills well can be found in both Years 1 and 2. In Year 1 one child wrote, 'Florence Nightingale made hospitals clean.' In Year 2 a child writing a fictitious story about why he was late for school stated 'I hated having to walk the rest of the way.' There is plenty of evidence of pupils writing complex sentences that are

correctly demarcated, for example, in religious education, 'The candle reminds me that God is about.'

87. Work is well presented in most pupils' books but this is not always the case with that displayed around the school. Some of the work on display is not the best efforts of the children involved and does not reflect accurately the quality of writing found in their exercise books. Standards of handwriting in pupils' books are satisfactory, as is the use of basic punctuation. Across the school, pupils generally write in a legible style with letters that are correctly formed and orientated. There is some evidence of the use of joined script.
88. Pupils' attitudes to English are good. Relationships are very positive. During the week of the inspection most pupils behaved well during English lessons. However, in one lesson a minority of pupils were badly behaved and this disrupted the pace of the lesson because the teacher had to spend additional time dealing with it.
89. The quality of teaching is good overall with particular strengths in the teaching for pupils in Years 2. All teachers have good knowledge in how to teach the basic skills in reading, writing, spelling, grammar and punctuation. Teachers plan conscientiously. The National Literacy Strategy has been implemented well. The quality of learning is good in both years 1 and 2 because lessons are well matched to pupils' needs and teaching is good. Homework is used effectively to reinforce what is learned in class.
90. Lessons are mostly conducted at a brisk pace. However, there are occasions when pupils call out in lessons and this disrupts the flow of the lesson. Teachers' use of assessment information to set appropriate work is very good. All teachers have good subject knowledge. One teacher's lack of experience in teaching an infant age group is more than made up for by the fact that expectations are very high and there are very good relationships with the pupils. Children listen with rapt attention when incidents from the teacher's own experiences are related to illustrate what is being taught. In some lessons insufficient opportunities are provided for pupils to discuss their work with teachers sometimes incorrectly reinterpreting what pupils have said.
91. All teachers provide pupils with good opportunities to use their information and communication technology skills and writing skills. However, opportunities are missed for pupils who have the potential to achieve higher levels in reading to develop and use the skills required. For example, all classes have designated reading sessions yet higher attainers are not provided, in some of these sessions, with activities that will challenge them to do better.
92. The school is adequately resourced with a broad range of books, both fiction and non-fiction. The library is organised well but book corners in some classrooms are untidy and not well stocked.
93. The coordinator is very effective and has a good understanding of the responsibilities of the role. She uses her expertise well to give advice and support to colleagues. She takes a full part in high frequency monitoring of standards and skill development in the subject. The school's assessment procedures and the use made of assessment are very good.
94. Since the last inspection, the school has successfully raised standards in the subject.

MATHEMATICS

95. The 2001 National Curriculum test results show that In comparison with similar schools standards in mathematics are above average. When comparisons are made with all schools

standards are average by the end of Year 2. This represents good progress in that there was a large number of pupils with special educational needs in the age group.

96. The findings are similar to those made at the time of the previous inspection. However, the percentage of pupils who do better than expected for their age has improved significantly since 1997.
97. All pupils, including those with special educational needs, make good progress over time. By the age of seven, most pupils have attained the expected level for their age. They have a sound knowledge of numbers to 100. They count in tens confidently and add doubles and near doubles up to 20. For example, they work out mentally 6 add 7 by doubling 6 and adding 1. Higher attainers could work out the answer to multiplication sums such as 8 times 4 whilst the below average pupils used cubes to find out 5 times 2. Whilst most pupils add numbers competently, they are less secure in subtracting them.
98. The majority of pupils recognise and name common two dimensional shapes such as squares, rectangles and circles and some know three dimensional shapes such as cylinders and cuboids. The school has identified that there is a need to develop pupils' ability to make decisions about which operations to use when solving problems.
99. Pupils like mathematics and get a lot of fun in working things out. Their positive attitudes contribute to their progress. Pupils listen carefully to their teachers and are keen to answer questions. However, some are too eager and shout out the answer and this does not allow others to respond. Most pupils are confident and willing to persevere with challenging tasks when given the opportunity. This was very evident in a Year 2 class when pupils enjoyed working in twos measuring and recording parts of their body such as the distance round their waist. The majority try their best and take pride in the presentation of their work.
100. The quality of teaching is good overall. Pupils are making good progress over the year. In the more effective lesson, the teacher gave the pupils thinking time and involved them in mathematical dialogue by asking such questions as "Do I add or do I take away?" In the less effective lessons, though still satisfactory, the questioning and discussions were too brief to ensure that pupils made good progress in developing new understanding. The previous report said that pupils were encouraged to discuss the reasons for their findings. However, there was little evidence of this during the week of the current inspection. A common weakness of the lessons observed throughout the school was the lack of opportunities for pupils to explain how they arrived at their answer. Teachers match the work well to the needs and abilities of all pupils. The setting of appropriate homework that supports their work in class enhances pupils' work well. The use of information and communication technology is very good and fully integrated into the work being done in lessons.
101. The leadership and management of mathematics are good. The planning of the work has improved since the last inspection. Time allocated to the subject has been reviewed to ensure an equality of access across year groups, and continuity and progression across the age range. The school is following the Framework for the National Numeracy Strategy to guide teachers' planning. Assessment procedures and the use made of the information are much better than at the time of the previous inspection and are now very good. Pupils' attainment is being tracked and targets set. Resources are satisfactory and readily available.

SCIENCE

102. All pupils, including those with special educational needs, make good progress in science over time. Average standards are attained in the subject. Teacher assessment of the Year 2

pupils' attainment in 2001 was in line with the national average. However, the percentage of pupils assessed as doing better than expected for their age was well above average.

Inspection findings indicate a similar picture but show that the proportion of pupils working at the expected level is not as high because there are more pupils with special educational needs in the current Year 2. These findings are similar to the judgements made at the time of the previous inspection. There is no noticeable difference between the performance of boys and girls.

103. By the age of seven, most pupils have a sound understanding of the properties of different materials. For example, they examine a variety of natural and man made objects such as a plastic spoon, a sponge and playdough and classify them according to whether they can be bent, stretched, twisted or squashed. Pupils know that if you increase the height of a slope it effects how far an object will travel. Higher attainers can draw an electric circuit and explain how work a bulb works. One child wrote, 'The bulb works because the electricity from the battery is going in the wire and to the bulb which makes it light up.' By the time they leave at the end of Year 2, pupils have acquired a satisfactory bank of knowledge in all aspects of science. Through a range of activities, pupils develop a sound understanding of the steps in scientific enquiry, for example, when investigating questions on light and darkness in Year 1.
104. Pupils learn to write reports, use concept maps and label diagrams. They make good use of their literacy skills in science. For example, they produce a 'My Body Book' which contains a contents and index page. Pupils make satisfactory use of their mathematical and information and communication technology skills, for example, when making a graph of which cars travelled the furthest down a ramp.
105. Most pupils have good attitudes to their work and this enhances the quality of learning. They respond well to the teaching and behave sensibly. Relationships are very good and pupils, when given the opportunity, readily share ideas. They enjoy the practical science work and treat equipment with care. Work is usually well presented.
106. The quality of teaching is good overall. The teachers have a good knowledge of the National Curriculum programme of study. They use relevant scientific terminology and explain tasks clearly. The teachers plan and prepare very thoroughly and share the purpose of the lesson with the pupils. The more effective teaching is characterised by activities which are well matched to pupils' needs and which motivate them. This was especially noticeable in the lessons taught to the Year 2 classes. Through providing the pupils with a good variety of materials to explore, the teacher highlighted effectively the differences in their properties. However, insufficient opportunities are provided in some classes for pupils to share their predictions or to talk about why things worked out differently than they thought. Teachers' on-going assessment is very good. Homework is provided. For example, in a year 2 class pupils kept a diary of the food they ate over the weekend for breakfast, lunch and tea.
107. Subject management is good. As a result of a recent comprehensive review science provision has improved and is much better than at the time of the previous inspection. The subject is no longer taught as part of a topic cycle but as a discrete subject. In planning the work, the teachers appropriately draw on a scheme which takes account of recent national guidance as to what each year group should be learning. As a result, there is no longer an imbalance in the coverage of scientific skills across the school. Assessment procedures and the use made of the information are very good. Resources are satisfactory.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

108. Only one art and design and one design and technology lesson were seen in Years 1 and 2 during the week of the inspection. Judgements on standards are based on a scrutiny of pupils' work, looking at planning and from talking to children. It is not possible to make any judgement about the quality of teaching in either subject.
109. Standards in both subjects are below average by the end of Year 2. These judgements do not reflect those made at the time of the previous inspection when it was reported that standards were in line with those expected nationally in both subjects. However, since the last inspection the school has appropriately concentrated its efforts on improving the quality of education in the Foundation Stage and introducing the National Literacy and Numeracy Strategies. As a result, there has been little development in either subject and standards have declined. The school has recognised this as a weakness and has appointed a new co-ordinator with significant subject expertise to take up post in the term following the inspection.
110. Progress is unsatisfactory in art and design. Pupils do not build upon their skills and learning appropriately, for example in appreciating the work of well-known artists. They do not learn a sufficiently wide range of techniques nor are they given enough opportunities to work with different media and tools. However, pupils in a Year 2 class achieved average standards as they sketched leaves and rocks. Their work showed sound skills in recording fine detail using pencil. Some sketches were of a good standard with satisfactory application of shading techniques. As at the time of the last inspection, three-dimensional work is not well developed. Information and communication technology skills are sometimes successfully incorporated into their work. For example use of the spray tool to produce bonfire pictures and designs based on the work of Mondrian.
111. Pupils' progress in design and technology is also unsatisfactory overall throughout Years 1 and 2. There is little evidence around the school of pupils assembling, joining and combining materials in different ways or employing models to explain their own designs. However, there is evidence that pupils can produce work of a sound quality when given the opportunity. For example, pupils in a Year 2 class looked at and evaluated different types of hand puppets to see how they were made before designing their own. They made paper templates and used their design sheets to help them make the puppets. Afterwards the pupils were given the opportunity to evaluate their designs but they were not able to describe well enough how they thought they could have improved them.
112. In the lesson seen in art and design, teaching was good. The lesson was planned effectively and the activity well prepared. Teaching was not over-directive and the pupils were allowed to try out shading techniques for themselves. The quality of teaching in the design and technology lesson was satisfactory overall. The teacher understood the importance of allowing pupils to study the design features of a variety of books with moving parts and pop-up pictures. She let them report back their findings during the plenary and explained clearly about pivots and levers.
113. The curriculum in both subjects has recently been revised to take account of national guidance. Assessment procedures are satisfactory but insufficient use has been made of the information to raise standards. Resources are adequate in design and technology but unsatisfactory in art and design. Not all teachers display the pupils' work to best advantage and there are too few opportunities for pupils to see and experience the art of other cultures.

GEOGRAPHY AND HISTORY

114. During the inspection only one lesson was seen in geography, so that no overall judgement can be made about the quality of teaching. Evidence gained from pupils' books from last

year, current work, displays, discussions with teachers and examination of planning provide sufficient evidence for judgements to be made about standards and progress.

115. Throughout the school, pupils, including those with special educational needs, make satisfactory progress in geography and history and standards are in line with the expectations for the age group at the end of the Year 2 in both subjects. This is a similar finding to that of the previous inspection. In both subjects, information and communication technology is used satisfactorily. Pupils are frequently required to use writing skills in both history and geography. This contributes positively to their progress in literacy.
116. During Year 1 they begin to conduct surveys and make use of observational skills by asking such questions as “How can we improve our school grounds?” By Year 2 most pupils can communicate their opinions about “Where I would rather live” and “What I like about England” using their own independent writing.
117. The development of geographical skills successfully builds on children’s early introduction to plans in Reception, and the use of games, for example, to follow routes along the representation of a road. Year 1 draw plans around the local area and their routes to school. In Year 2 they construct their own maps to represent Katie Morag’s fictional island, indicating some physical features and modes of transport.
118. Year 1 pupils follow accurately the journey of the imaginary traveller Rosie Bear around the world, using pictures and a world map. By the end of the Year 2 high attaining pupils have a good grasp of how the different environments of town, countryside and seaside are reflected in the jobs available in each area. They also demonstrate through well-labelled diagrams some knowledge of distant locations and how they compare and contrast with Britain. For example, how houses in a town in the Indian sub-continent, whilst different from those in England, also reflect the prevailing economic circumstances of their occupants. Learning experiences are enhanced by visitors and by visits to places of environmental interest.
119. Standards in history are average. Pupils of all attainment levels make satisfactory progress. In Year 1 pupils consider how their own toys differ from those in the past. They learn what homes were like long ago and their experiences are enhanced by a visit to local places of interest, such as Shugborough Hall. Year 2 pupils have secure knowledge of aspects of life in 17th. Century England, for example, the clothing worn, and major events such as The Black Death and the Great Fire of London. They also learn about personalities of the past such as Florence Nightingale, sometimes producing good observational drawings of her portrait. They ask and answer questions about their own locality and people who contributed to local life such as Dorothy Wyndlow Patterson, a local nurse. A compilation of class homework about nurses and hospitals of the past includes pupils’ own written presentations, lists of events and labelled diagrams, some of which are of a high quality.
120. The quality of teaching in history is good overall. Pupils were able to handle artefacts and ask prepared questions of a visitor, which helped them to formulate answers about toys of the past and know how they have changed over time. Homework is used effectively to develop pupils’ skills of historical enquiry and Year 2 pupils use information technology sources for this purpose. No real evidence was observed to suggest that the development of chronological understanding is being fully exploited and there is scope for the greater use of time lines and historical vocabulary to promote this concept.
121. In both subjects pupils’ attitudes to learning are good. They are particularly interested in first hand learning experiences. In geography, most co-operated well in a collaborative activity.

Most are eager to ask questions, but a few find it difficult to listen carefully to others. A greater insistence is sometimes needed in achieving this during lesson times.

122. Since the previous inspection national guidance has been used with consequent major changes to the planning of the work in geography and history. Useful portfolios of completed work are maintained by the co-ordinator in both subjects to illustrate progression in learning. Resources are adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. Attainment at the end of Year 2 is in line with that expected nationally and progress for pupils of all attainment levels including those with special educational needs is satisfactory. The quality of learning is good as a result of effective planning, good direct teaching of key skills and sufficient opportunities being provided for pupils to use the school's information and communication technology resources. Computers are used well in other subjects of the curriculum.
124. Towards the end of Year 2 pupils acquire satisfactory word-processing skills. They understand that computers help them to express their ideas in different ways. Pupils word process short pieces of information, including their own stories and accounts and understand how to use the cursor key to change or delete words. They understand how computers save and store data and can save and retrieve their own work. They know how to select different programs and run them from the program menu. All pupils observed in lessons were confident in using the mouse, directional arrows and cursor to place text and have made good progress in developing keyboard skills. The pupils make good progress in the use of graphics and drawing programs. For example, there are some good quality pictures produced in the style of Mondrian.
125. Pupils use their ICT skills well in other subjects. For example, in science they produce weather charts of good quality. In religious education they word-process their own ideas. One child wrote, 'The Christingle is for Jesus.' In extended writing lessons pupils confidently write personal descriptions of themselves experimenting with different font sizes.
126. Pupils are very keen to use computers and when they do so they make considerable progress in a short time. They co-operate well and take a pride in the work they produce.
127. The quality of teaching is good overall. National Curriculum requirements are fully met. Teachers are confident in the teaching of this subject. It has a secure place in the curriculum of all classes. Information and instructions are often displayed next to classroom computers. Pupils with special educational needs benefit from the use of spelling and sentence writing programs. The most successful teaching occurs in the lessons where the teacher spends time with the pupils ensuring they understand the program and then asks a pupil or pupils to demonstrate they understand how to use the program. For example, in a Year 2 lesson, a pupil with special educational needs proudly demonstrated to the rest of the class, with teacher help, how to use the spray tool to produce bonfire pictures. Teachers only have access to small monitor screens to teach new skills and this sometimes limits pupils' progress.
128. The subject co-ordinator is knowledgeable and enthusiastic. She has undertaken high level monitoring of the subject and used the information gathered to improve the teaching of the subject. There has been good improvement since the previous inspection including additional resources, a new scheme of work and assessment criteria put in place. However, more teaching aids are needed. For example pupils find it difficult to see what is on a 14cm. Monitor screen when new skills are being taught. Training has been provided to improve

teacher confidence and competency. Finance has been allocated to the subject and resources are sufficient to enable the school to meet National Curriculum requirements. The school's scheme incorporates the national recommended guidance ensuring that all strands of the subject are covered and prior learning is effectively built upon. The school is working hard to ensure that pupils are given opportunities to use their skills. Classrooms are organised well with pupils having direct access to equipment in all lessons where appropriate.

MUSIC

129. During the week of the inspection it was not possible to gather sufficient evidence to make an overall judgement about current standards in music or the quality of teaching. Pupils in Years 1 and 2 have good singing skills. They are able to sing with appropriate attention to diction and pitch. They can name simple percussion instruments and discriminate between their timbre.
130. Evidence from teachers' planning and discussions with the co-ordinator, indicate that published schemes of work are used well and are successfully incorporated into planning for the subject. National Curriculum requirements are met. In the lessons observed the quality of teaching and learning was satisfactory overall. In one good lesson the teacher made good, critical use of recorded materials in that he stopped the tape at various points during the lesson to improve an aspect of the pupils' singing.
131. At the time of the inspection planned activities such as instrumental tuition for violins and the 'cello were in place, but no such teaching was observed. The subject is co-ordinated well by a knowledgeable co-ordinator. She has written the scheme of work and provided in-service training. There is a very good after-school percussion instrument club where pupils can develop their instrumental skills. The school choir takes part in the Walsall School Proms and Year 2 pupils' sing at the Over 50s' Club and at a local church. Pupils have good opportunities to listen to music in assemblies. Resources for the subject are satisfactory.

PHYSICAL EDUCATION

132. It was not possible to see lessons in all aspects of physical education during the inspection. Judgements are made in relation to gymnastics activities, games and swimming. Pupils' achievements are in line with the expectations for the age. These findings are similar to the judgements made at the time of the last inspection.

133. Pupils, including those with special educational needs, make satisfactory progress overall and build successfully upon their previous skills. In gymnastics, most Year 2 pupils control their movements well and show good co-ordination. They link together a series of basic movements on the floor. During games sessions, most pupils demonstrate simple skills of sending and receiving balls and bean bags well. As they progress through the school, pupils develop greater awareness of their bodies and learn how to control their movements with greater precision. Throughout Years 1 and 2 pupils sustain energetic activity for appropriate periods of time. School records show that pupils make good progress in swimming and achieve well for their age.
134. Pupils enjoy their lessons. They are enthusiastic and are willing to practise skills in order to improve their performance. Pupils listen to and follow instructions carefully and most behave well. They work together co-operatively and when given the opportunity take responsibility for putting out and storing the equipment. Mats are handled and placed with care.
135. The quality of teaching is satisfactory overall. Teachers have a positive approach to the subject, and sound knowledge of the subject content leads to confident teaching. Lessons are appropriately planned with clear learning objectives. The more able pupils are not always given sufficiently high challenges and this leads to some frustration in gymnastics. Though teachers give clear explanations and instructions, they do not make use of the more accomplished pupils to model the techniques they want others to learn. Insufficient opportunities are given to pupils to evaluate their own work and that of others to identify how they can improve further.
136. The school provides a rich and varied programme of sporting opportunities. There is a very good range of extra-curricular activities, including football and netball. All are open to both sexes and are well organised and popular. Staff give generously of their time to run these activities. Pupils from Year 3 of the junior school to which most pupils proceed are invited to take part in the netball activity. This is helping to foster links between the two schools. The school has recently received an 'Activemark Award' in recognition of its exceptional level of provision in all areas of physical education and sport.
137. The co-ordinator is very enthusiastic and manages the subject soundly. Monitoring of standards and the quality of learning is an area for improvement. Assessment procedures and resources are satisfactory.

RELIGIOUS EDUCATION

138. Attainment is in line with the expectations of the locally agreed syllabus by the end of Year 2. All pupils, including those with special educational needs, make satisfactory progress. These findings are similar to those of the previous inspection. The acts of worship make a very valuable contribution to deepening pupils' understanding of Christianity. Satisfactory progress has been made since the last inspection in developing pupils' understanding of religious diversity. The school in addition to Christianity has concentrated its efforts on developing pupils understanding of the Jewish faith.
139. By the end of Year 2 pupils have deepened their understanding of belonging to a family and the wider community of God's family. A study of the story of Moses helps all pupils to realise some of the trial and tribulations that the Hebrews have had to endure. They know that the Torah is the special book of the Jews. By the end of Year 2 pupils have a good knowledge of Christianity for their age. For example, they know that 'Mary is Jesus' mum.' Year 1 pupils know that in the Christian faith Christmas is a time of celebration because,

'Jesus was born and He is God's gift to us.' They learn the importance of symbolism not only in Christianity but in Judaism as well. Some important human values, such as thinking of others are understood by the pupils and they are encouraged to put them into practice in their own lives in school or at home. Pupils when asked to express their views do so well. For example, in talking about the importance of Lourdes as a place of pilgrimage they say it is an important place where people pray to God for help. However, in some lessons they are not given enough opportunities to discuss their ideas.

140. Pupils make good use of their literacy and information and communication skills. For example, one pupil wrote, 'When I look at the candle I think about God.' Another pupil writing about the candle having a purpose stated, 'The smoke goes to God with messages.' Higher attaining pupils use their writing skills effectively in producing their own versions of the story of Rama and Sita.
141. Pupils respond well during most lessons and are eager to answer questions. However, in some lessons they call out their answers and this detracts from the quality of discussion. They listen with interest to stories from Christianity and other faiths. They show respect for people's beliefs and customs.
142. The quality of teaching is good overall. Teachers use artefacts well to enhance pupils' learning. However, in some lessons not enough opportunities are provided to encourage pupils to talk about their experiences and express their views. Teachers have a good subject knowledge and provide good opportunities for pupils to use their writing skills. Visits to the local church are incorporated into the subject and this provides pupils with first hand experience of a place where Christians worship.
143. A scheme of work has been put in place which is based upon the locally Agreed Syllabus. Individual pupil record sheets to monitor pupils' progress have been introduced. The co-ordinator is enthusiastic and carries out her duties effectively. The subject makes an important contribution to the teaching of other cultures in the school. The local vicar is a welcome visitor and has made a very valuable contribution to the subject by talking to pupils about Christian ceremonies. Resources are satisfactory and used well.