

INSPECTION REPORT

LUTLEY PRIMARY SCHOOL

Halesowen

LEA area: Dudley

Unique reference number: 103804

Headteacher: Mrs A Wheeler

Reporting inspector: Mrs M Fitzpatrick
24326

Dates of inspection: 29 October – 1 November 2001

Inspection number: 195049

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Brookwillow Road
Halesowen
West Midlands

Postcode: B63 1BU

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Appropriate authority: The governing body

Name of chair of governors: Mr BAS Patterson

Date of previous inspection: 2 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24326	Mrs M Fitzpatrick	Registered inspector	English English as an additional language	What sort of school is it? Schools results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13706	Ms G Marsland	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30243	Mrs A Heakin	Team inspector	Religious education Foundation stage Equal opportunities	
27541	Mr J Collins	Team inspector	Science Physical education	
4113	Mr L Hampson	Team Inspector	Design and technology Geography Music	How good are the curricular and other opportunities offered to pupils?

12060	Mrs P Peaker	Team Inspector	Art and design History Special educational needs	
3687	Mr G Bancroft	Team Inspector	Mathematics Information and communication technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is much larger than the average primary school, with 536 pupils aged five to 11, and slightly more boys than girls. There is no nursery and children join the school in the reception class. The school's population is predominantly from white UK heritage groups and there are no pupils with English as an additional language. The percentage of pupils with special educational needs (six per cent) is well below the national average, and the percentage of pupils with statements of special educational need is below the national average. Most pupils are on the lower stages of the register of special needs for literacy or speech related problems. The percentage of pupils who are eligible for free school meals is below average. Overall the attainment of pupils on entry to the school is above what is usually found.

HOW GOOD THE SCHOOL IS

Lutley Primary is a good school with many very good features. The school is very well led by the new headteacher. In both the infants and juniors, pupils achieve standards that are well above the national average. Teaching is very good overall. Given the standards achieved and the quality of provision, the school gives good value for money.

What the school does well

- Achieves very high standards in reading, writing and mathematics in the infants. Pupils in the juniors exceed the expectation for their age in most subjects.
- The quality of provision in reception is a strength of the school.
- The headteacher provides very good leadership for the work of the school.
- The quality of teaching is a strength of the school. The provision for art is also a strength.
- The school promotes very good behaviour and attitudes to work. Relationships in the school are very good.
- The provision for personal, social and health education is very good.

What could be improved

- Raise standards further in the juniors in English, mathematics and science.
- Increase the time available for teaching in the infants and juniors.
- Develop the use of assessment in the foundation subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since it was last inspected in 1997. All the issues identified then have been successfully tackled, though there is scope for the further development of the role of subject co-ordinators. The quality of teaching has improved as have standards in subjects. The school now employs and makes effective use of classroom assistants. Co-ordinators have a better understanding of standards in their subjects and make appropriate plans for improvement. The provision for pupils' spiritual; development has improved and is now satisfactory. The governing body now fulfils its responsibilities for the strategic management of the school. The expertise and experience of the new headteacher, the systems in place in the school for monitoring and evaluation and the improvements to the governing body's role place the school in a very good position to continue to improve.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A	A
Mathematics	A	B	A	B
Science	A	B	A	A

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

The performance of pupils in Year 6 in all the national tests was well above the national average. Compared with similar schools¹ pupils' performance was well above in English and science and above in mathematics. Since the last inspection standards have risen in line with the national trend. In all other subjects pupils in Year 6 exceed the expectation for their age and achieve well, except in geography and information and communication technology where they reach the expected standard. In the national tests for seven year olds, pupils' performance in reading, writing and mathematics was very high and places the school in the top five per cent nationally for performance in these tests. Pupils currently in Year 2 are achieving similar high standards in these subjects. In geography, information and communication technology, design and technology and music they achieve the standard expected standard for their age; in all other subjects they exceed the expectation. Pupils in the infants and juniors exceed the expectation in religious education. Children in the reception class are on course to meet the expectation for their age in all areas of their learning by the end of the year. Their language skills are particularly good. The school has set ambitious and achievable targets for the national tests in 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are instilled with a genuine love of learning from the earliest age and they relish working hard.
Behaviour, in and out of classrooms	Very good in all areas of school. Pupils show high levels of respect for each other and adults.
Personal development and relationships	Both are very good. Pupils are encouraged to take the initiative and create a harmonious atmosphere.
Attendance	Very good, reflecting pupils' enjoyment of school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
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¹ Schools with a similar percentage of pupils who are eligible for free school meals.

Quality of teaching	Very good	Very good	Good
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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 is a strength of the school. In over eight out of ten lessons the quality of teaching is good or better and in almost four out of ten it is very good or excellent. Teaching in English is very good overall, though stronger in the infants, where the format of the National Literacy Strategy gives lessons very good pace and ensures very good progression in learning. In the juniors pupils are well taught but the higher attainers are not fully extended and planning does not ensure their progress. As a result pupils often make satisfactory rather than good progress. Reading is particularly well taught, and the quality is very high for all pupils. Pupils achieve well in mathematics lessons because they are well taught through the National Numeracy Strategy to become mentally agile with numbers and to work out solutions for themselves. Again this is not so consistent in the juniors and where some teachers supply the answers, pupils achievement is only satisfactory. Some average and some higher attainers are not always fully challenged in mathematics lessons in the juniors. In the reception classes teaching is consistently very high and children make very good progress as a result of stimulating activities that are very well planned to meet their needs. Pupils who have special educational needs, are very well supported by teachers' planning and the support of classroom assistants to achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned and is enhanced by good extension activities. Extra-curricular provision is satisfactory.
Provision for pupils with special educational needs	Provision is good. Pupils are identified early and they are well supported to meet the targets in their by good quality individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall, with very good provision for moral and social development. Pupils are taught to care for each other and the environment, to develop their own opinions and to respect and value the views of others.
How well the school cares for its pupils	The school takes good care of its pupils. Teachers use very good systems to monitor pupils' behaviour and attendance. The procedures for monitoring their academic progress are good and are generally used well to plan the next stage of learning in the core subjects.

The school has good relations with parents. The majority are very supportive of the school by ensuring that homework is completed and their children are well prepared for school. The school does not provide enough information about what is being taught to keep parents fully informed. The time available for teaching is below the recommended minimum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and clear educational direction for the work of the school. She is well supported by the deputy headteacher and members of the senior management team to improve procedures for raising standards further.

How well the governors fulfil their responsibilities	Governors understanding of the school is good and they contribute well to the strategic management of the school. They ensure that all statutory requirements are met.
The school's evaluation of its performance	The school is careful to analyse its performance compared with similar schools and take steps to make improvements where necessary. It has good financial systems in place to ensure that it gets best value in its services.
The strategic use of resources	Financial planning is good. All spending is geared to raising standards and improving the quality of provision.

Staffing in the school is good. Classroom assistants make a significant contribution to the progress that pupils make. Resources are good and are well used to promote good learning. Accommodation is good and is well used to support learning.

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 teaching is good. • Their children make good progress and are expected to work hard. • Their children like school. • Behaviour in the school is good. • That their children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework given. • The information they get about what their children learn. • How well the school works with them. • The range of activities outside of lessons.

Inspectors agree with parents' positive views about the school. They also agree that the school could give more information about what their children learn and could work more closely with them. Inspectors judged homework provision to be good and do not agree with parents who felt the amount wasn't right. Inspectors judge extra-curricular provision is satisfactory, but there is scope for a wider range of activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Levels of attainment on entry to the reception classes are above those expected of this age group. Provision in the reception classes is very good. The curriculum is soundly based on the six areas of learning for children of this age. Appropriate priority is given to personal, social and emotional development, language and literacy, as well as mathematical development. The very good teaching, the children's very positive attitudes to learning and the very good provision for this age group mean that the children make very good progress. Thus, by the end of the reception year, the large majority of children will have reached the nationally expected standards in all six areas of learning.
2. The percentage of seven year old pupils achieving the expected level in the national tests in reading in 2001 was well above both the national average and the average of similar schools.¹ The percentage of pupils achieving the higher level was well above both the national average and that of similar schools. Overall, the school's performance in reading places it in the top five per cent of schools nationally. In the same tests, in writing, the pupils' performance was similarly high. They achieved well above both the national average and the average of similar schools at the expected level and well above both in the percentage of pupils achieving the higher level. Again, these results place the school in the top five per cent of all schools. There were no differences in the attainment of boys and girls. Pupils' attainment in these tests has been consistently high in the last four years and well above the national average. Pupils in Year 2 are very fluent readers who have good understanding of what they read. They write very well for different purposes and use their writing skills in other subjects besides English. This ensures that they have many opportunities to practice, to consolidate their learning and refine their skills. During their time in the infants all pupils make very good progress because of the very good teaching they receive. Pupils who have special educational needs make progress similar to that of other children. They receive very good support, which enables them to meet the targets in their individual education plans.
3. The percentage of 11 year olds achieving the expected level in the national tests in English in 2001, was well above the national average and well above the average of similar schools. The percentage of pupils achieving the higher level was also well above both the national average and that of similar schools. There were no significant differences in attainment between girls and boys in the tests. Although results in the tests have fluctuated over the last four years, they have remained consistently above the national average during that time. Pupils currently in Year 6 achieve similar standards to those described above. They read very well, with good expression and understanding. There is a high proportion of higher attaining pupils in Year 6, who display very good reading skills and interpret beyond the surface meaning in what they read. Writing skills are well promoted by a wide variety of writing tasks and pupils are able to write for different audiences with good control of style and vocabulary. The use of these skills in other subjects allows pupils to fully understand the importance of adapting their style of writing to suit the purpose. They are skilled at writing accounts and explanations of their work in science and geography, and can capture the fear, excitement or sadness of events in history. Handwriting is very well presented and

¹ Schools with a similar percentage of pupils who are eligible for free school meals.

work on display shows a high standard of spelling and punctuation. During their time in the juniors, most pupils have made good progress because of the good teaching and the effectiveness of setting arrangements.²

4. The performance of seven year olds in the national tests in mathematics in 2001 was well above the national average and above the average of similar schools. The percentage of pupils reaching the higher level in these tests was very high compared with both the national average and the average of similar schools. Overall, the school's performance in these tests places it in the top five per cent of schools nationally. Pupils' attainment in these tests has been consistently high over the last four years and well above the national average. During that time, boy's results have been slightly better than girls'. Pupils in Year 2 show similar high standards. They have a very good knowledge of number and shape. They have very good mental agility and are competent at calculating quickly and accurately. Their very good attainment is a result of very good teaching combined with the pupils' own enthusiasm for the subject. This results in good progress for all pupils, including those who have special educational needs.
5. The percentage of eleven year olds who achieved the expected level in the national tests in mathematics in 2001 was above the national average and in line with that of similar schools. At the higher level, pupils' performance was well above both the national average and that of similar schools. There are no differences in the results of girls and boys. Results have been above the national average for the last four years, and this year's results show a good improvement in the proportion of pupils achieving the higher level. However, the number of pupils achieving the expected level in mathematics was lower than in both English and science tests. This reflects a pattern of weaker performance against these subjects in the last four years. One reason for the drop in performance in 2001 is the increase in the number of children in this group while they were in the juniors. Eighteen pupils joined the school in this time and their results were less good overall than pupils who had been in the school since the start of the infants. While the quality of teaching is good overall, it is not as strong in mathematics as it is in English and science. This, too, contributes to the relatively lower standards in the subject. Pupils currently in Year 6 are adept at mental strategies for adding and subtracting. They recognise lines of symmetry on two- and three-dimensional shapes and higher attaining pupils understand the relationship between adding and multiplying odd numbers. All pupils in Year 6 are making good progress, with those with special educational needs benefiting from being in smaller classes and having good support from classroom assistants.
6. In the teacher assessments for science at age seven in 2001, all pupils achieved the expected level, and this was well above the national average. At the higher level, pupils' assessments were above the national average. Standards seen during inspection support these assessments. By the end of Year 2, pupils can identify sources of light, while higher attaining pupils can explain which are natural and which are man-made. They understand that force can exert a push or pull on objects and are able to construct a simple lighting circuit. All pupils achieve well in the subject because the teaching is very good and they are given plenty of opportunity to find out for themselves through practical activities.
7. In the national tests in science for eleven year olds in 2001, the proportion of pupils achieving the expected level was well above the national average and above that of similar schools. The proportion of pupils achieving the higher level was also well above

² Classes arranged on the basis of pupils' levels of attainment.

the national average and above the average of similar schools. Results in the national test have been well above the national average for the last four years. Standards seen during the inspection confirm that the majority of pupils exceed the expected levels in the subject and that all pupils achieve well. For example, pupils in Year 6 have a good understanding of solutions and how they can be separated. Higher attaining pupils are able to establish which changes to substances are irreversible. Pupils have good investigative skills and the high level of their writing skills supports them in recording their work effectively.

8. Pupils achieve well in religious education and exceed the expected level in both the infants and the juniors. Pupils in the infants and juniors reach the expected standard in information and communication technology. They make good use of the skills they learn to enhance their work in other subjects, particularly English, science, history and geography. They do not have enough use of computers to support their work in mathematics.
9. Pupils in the juniors achieve above the expectation in art and design and their learning is good. In design and technology, history, music and physical education pupils also exceed the expectation for their age and they achieve well. In geography pupils in the juniors reach the expected level.
10. By the time they are seven, pupils exceed the expected level in art and design, design and technology, history and physical education. In geography and music pupils reach the expected standard for their age.
11. Pupils with special educational needs learn very effectively. They make good progress in relation to their abilities. Individual Education Plans are thorough and are helpful in enabling teachers and classroom assistants to provide work and lessons that support this progress.
12. The skills that pupils learn in English lessons are well applied in other subjects. They read widely for information and pleasure in history, geography and science. They write in a range of styles in all of these subjects showing a good understanding of the importance of writing appropriately for good communication. They develop their thinking through lively and interesting discussion in religious education and personal and social education lessons. They also make good use of information technology in their English lessons to redraft writing and to create eye-catching presentation of their work as well as to research information about famous authors.
13. Opportunities for pupils to apply their numeracy skills in other subjects are used well, particularly in science, design and technology and geography. The introduction of the National Numeracy Strategy is effective and is helping to maintain high standards. However, in some classes the mental and oral part of the lesson is not taught for long enough. When this happens pupils abilities are not extended to the high levels of which many are capable.
14. The school has maintained high standards in all areas of learning since the last inspection. This is because the quality of teaching is high and pupils have a great enthusiasm for learning. Standards at the end of the infants in English, mathematics and science are higher relative to their age than they are in the juniors. The school has now set itself the challenge of raising standards in the juniors to match those of the infants and has set ambitious and achievable targets for performance in the national tests in 2002.

Pupils' attitudes, values and personal development

15. The pupils' attitudes towards school have improved since the last inspection in 1997 and are now very good. Most parents confirm that their children enjoy coming to a school where the enthusiasm of the teaching staff has a very good effect on the pupils' learning. Pupils sustain interest and concentration for suitable periods of time and follow instructions carefully. The pupils know the school routines well, understand what is expected of them and settle down quickly to lessons. They listen to each other during classroom discussions and are prepared to take their turn to speak. There was a good example of this in a Year 1 literacy session, where the pupils discussed the story of the 'Enormous Watermelon'. They listened well to each other, adding to the ideas of others. Pupils also enjoy practical activities, such as art or design technology. This was evident in a Year 2 art lesson, where they completed pictures in the style of Lowry, using chalk and charcoal. Very good attitudes to school contribute to successful learning and the standards achieved by the pupils.
16. Behaviour in the school and playground has also improved and is now very good. The majority of pupils respond well to the school's high expectations for good behaviour. Most classes have devised their own rules in co-operation with their class teacher. Teachers and supervising staff manage behaviour very well. Problems are discussed openly and swiftly resolved. There have been no exclusions from the school in the last year.
17. The pupils respect both teaching and non-teaching staff and have extended a warm welcome to their newly appointed headteacher. The staff are successful in teaching pupils the difference between right and wrong and to consider the effect their actions have on others. A good example of this was observed in a personal, social and health education lesson in Year 5, when law and order was discussed. There were no bullying or racially motivated incidents during the inspection. The very good behaviour of the majority of pupils has a positive effect on learning and contributes to the welcoming atmosphere in the school.
18. Relationships within the school have improved and are now very good. Relationships between the pupils and between pupils and staff are caring and friendly. Pupils work together very well in lessons, sharing resources and helping each other. At breaks and lunchtimes, pupils play well together and talk sociably in the dining hall, regardless of gender or race. These very good relationships are a strong feature of the school.
19. The school is very successful in promoting the personal development of its pupils. As a result, all pupils show respect for the feelings, values and beliefs of others. This was evident in a class assembly in Year 6, when religions other than Christianity were discussed. Sympathetic teaching in personal, social and health education also enables the pupils to discuss their emotions without fear of embarrassment. Pupils take responsibility for tasks around the school and are reliable and trustworthy. They act as computer, cloakroom, door, register and tuck shop monitors and assist with other duties as required. The pupils gain an understanding of the needs of others through the school's fund-raising activities, such as the shoe-box appeal for Eastern Europe. Opportunities for the pupils to take responsibility within school have improved since the last inspection.
20. Attendance rates throughout the school are very good and are above the national average for primary schools. The pupils are punctual for school, allowing lessons to start on time.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching in the school is good with a high proportion of very good and excellent teaching seen. All lessons seen during inspection were at least satisfactory. In over eight out of ten lessons the quality of teaching was good or better and, in almost four out of ten lessons, teaching was very good or excellent. These figures mark a significant improvement in the quality of teaching since the last inspection. The reasons for this improvement are partly to do with changes in staff, but also to do with the impact of the professional development of the teachers and with improvements to the curriculum.
22. Teaching in the reception classes is consistently very good and, in one in five of the lessons seen, was judged to be excellent. Teaching is structured and well organised to include class activities and focused small group work. Life in the reception classes is fun and the children enjoy their learning. They remain rapt in their activities, concentrating for prolonged periods of time, and many children are learning to work independently. Children are regularly reminded by their teachers of the good learning they have done. They are encouraged to celebrate their achievements and feel proud of their efforts. Children are prepared very well for the next stage of their education. Teachers of reception children never miss an opportunity to reinforce the children's learning. A good example was seen as children who were making their way to the hall for drama were asked to collect imaginary birds from the ground as they went along. Such preparation is typical of how children are taught to use learning from one area to support the development of their skills in another.
23. Teaching in the infants is very good, with over one in ten lessons being judged as excellent. Teachers have very good subject knowledge and a very clear understanding of how young children learn. As a result, they provide children with interesting and challenging practical activities, such as in a Year 2 design and technology lesson, where pupils examined the caretaker's bicycle to discover how the different parts moved. The class was delighted to have the opportunity to learn from close observation. They worked hard and achieved very well in response to the teacher's rapid-fire, well focused questions. Teachers of the infants have very high expectations of hard work and independence in the pupils they teach. They plan lessons very well to ensure that pupils have the maximum opportunity to work without direct support from the teacher. In a challenging history lesson in Year 2, higher attaining pupils were expected to read, then extract information about the past from a demanding text. They achieved well in this activity, using their very good literacy skills to search out phrases that suggested that things belonged to the past, such as 'brass headlamps' and 'rubber horn'.
24. Teaching in the juniors is good, with very good teaching seen in almost one in five lessons. There was excellent teaching in one mathematics lesson. Teachers have good subject knowledge, which they use to plan effectively in most subjects. Occasionally, there is a lack of challenge for the highest attaining pupils, who make satisfactory rather than good progress as a result. Examples of this were seen in two English lessons, where the work set was well matched to average and lower attaining pupils and provided them with the right level of challenge for good achievement, while the work set for higher attaining pupils consolidated what they knew, rather than move them forward in their learning. Teachers have good expectations of their pupils, and set tasks that will develop their confidence to learn independently. For instance, in a good science lesson in Year 6, pupils made good progress in their learning about solutions, when the teacher allowed pupils to set their own experiments. Through

exploring their own hypotheses, pupils were able to establish quickly whether or not their predictions were correct and to give reasons why this was so.

25. The classroom assistants are well deployed in supporting pupils' learning. They work closely with teachers to set targets for pupils and are clear about what they are teaching. They make good use of the training they have had to teach specific skills. Very good support was given to a group of pupils in a Year 2 literacy lesson, which resulted in good progress for the pupils in their reading. In all lessons where learning assistants were observed working with pupils, they increased the rate of learning by prompting pupils to work hard and giving advice when they needed it.
26. Teaching in literacy is very good overall in the school. Where teaching is consistently very good or excellent, as in the infants, then pupils achieve very well. Teachers have very good subject knowledge and make use of this to plan interesting and enjoyable activities for the pupils. For example, in an excellent Year 2 lesson, pupils watched while the teacher made a cup of tea, before writing their own instructions for this activity. They quickly produced very clear, well-sequenced instructions, as a result of their direct observations. Teachers make very good use of their subject knowledge to phrase questions well and to ensure that each question matches the ability of the child who is asked. This is very effective in developing the confidence of all pupils and they are very eager to make contributions in class. Teachers in the infants are very good at teaching reading; pupils are given frequent opportunities to practise and, as a result, they improve their reading skills. In the juniors, the quality of teaching varies more than in the infants and there is a lower proportion of very good teaching. Overall in the juniors, pupils' achievement is good. Teachers have good subject knowledge and the majority plan appropriate levels of work for all pupils. They have good expectations of the pupils and provide them with interesting tasks to develop their understanding of language. For instance, a Year 6 class were absorbed in activities to identify archaic language. They enjoyed attempting to use it to write in a modern context and made good progress as a result. Not all teachers in the juniors follow the National Literacy Strategy and the impact of a less rigorous approach is evident, in some classes, where the use of time is not so well managed. In these lessons, pupils' progress is only satisfactory instead of good, and teachers do not always review learning at the end of the lesson.
27. Pupils' achievement is good in numeracy lessons in both the infants and the juniors. Pupils make good progress because lessons are well planned and teachers have good subject knowledge. The majority of teachers follow the National Numeracy Strategy and pupils of all ages make rapid progress in their mental agility because of the quick and challenging questions at the start of lessons. In some lessons in the juniors, teachers don't always insist that pupils explain how they arrive at solutions and, when this happens, pupils' learning is reduced as teachers supply answers and prevent pupils from thinking through their working out.
28. The very good relationships between teachers and pupils underpin the good and often very good achievement of pupils. These relationships make pupils eager to rise to the high expectations of effort that their teachers have of them. They work very well together to support each other, which creates a very good climate for learning. Consequently, learning moves at a very good pace. In a very good physical education lesson, Year 1 pupils made very good progress in their gymnastics through watching and advising each other about improvements.
29. The range of activities and methods used by teachers to support learning is very good in the infants and good in the juniors. Teachers in the infants make very good use of

practical activities to involve children and give them the opportunity to learn independently. In an exciting lesson about light and dark in the blacked out library, Year 1 pupils took very seriously their task of choosing which coloured coat shows best in the dark. Their learning was carefully developed by the teacher's skilful questions, which allowed pupils to realise the effect of lighter colours. Pupils' learning was very good as a result of this memorable experience. In the juniors, teachers make good use of interesting resources to support learning. For instance, the Year 5 history topic on the Victorians is enhanced by research using books, CD-ROMs and the Internet, as well as objects from the past, copies of letters and journals. Pupils also visit the Black Country museum and watch videos about the era. Learning in these circumstances is very good, promoting a deep understanding of the era as well as teaching the pupils to research independently.

30. The work provided in class for pupils with special educational needs is well-matched to their needs and helps them to make good progress against the targets set in their individual education plans. There is good liaison between class teachers and classroom assistants, the latter having a very clear understanding of the work they will do with the targeted pupils. Classroom assistants know the pupils well and are skilful in providing not only support and encouragement, but in allowing pupils to try hard for themselves, as far as possible.
31. Teachers make good use of assessment procedures, especially in the infants, where daily planning is closely linked to the evaluations teachers have made of previous learning. The accuracy of teachers' assessment is seen when pupils begin work independently and are able to make very good progress with minimum intervention from the teacher. In the juniors, teachers also make good use of assessment, though there is scope for the development of more accurate assessment on a daily basis to ensure appropriate work for all groups in the class. While assessment procedures in the school are good and are developing, there is a need for teachers' understanding of assessment data to be improved and for them to relate pupils' attainment more closely to the descriptors of the National Curriculum levels, especially in the foundation subjects. This would increase the impact of the good teaching seen in the juniors and would enable pupils to make even better progress than at present.
32. From the earliest age pupils are expected to consolidate their learning at home. All pupils are expected to read at home and, from the infants, they are given homework activities such as learning spellings and mathematical tables every week and, eventually, independent work on the topics they are studying. The provision for homework is good, often imaginative, and makes a good contribution to pupils' learning. The school expects and receives good support from parents on homework.

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

33. The school provides a good range of curricular activities and meets all statutory requirements, including a daily act of collective worship. The school has fully implemented the National Numeracy Strategy but not the National Literacy Strategy nor have all staff have been trained in its use. The quality and breadth of the curriculum has improved since the last inspection. However, the amount of time allocated to teaching the curriculum in both key stages is below that recommended in government guidelines. The school has rightly decided to devote over half of available time to the teaching of literacy and numeracy skills. These skills are actively promoted

in other subjects. For example, research skills are used to find out information about other countries in Year 6 geography lessons.

34. The curriculum for children in the reception classes is very good. It provides for all areas of learning and meets their needs very well. The curriculum is planned in accordance with the Early Learning Goals and promotes intellectual, physical and personal development and prepares children very well for the next stage of their education in school. It provides a wide range of interesting activities that stimulate lively enthusiasm in the children. Staff, rightly, prioritise the early acquisition of language and number skills, which provide children with a good base for later learning in literacy and numeracy.
35. The curriculum benefits from some clear policies and schemes of work that describe what each class will be covering each term. This approach ensures that all staff are fully aware of what to teach and allows pupils to extend their previous learning. The minor weaknesses identified in the geography programme of study for the infants during the last inspection have been rectified.
36. There is good provision for pupils with special educational needs. The recommendations of the Code of Practice are met successfully. Support is usually within the classroom situation so that they are able to follow the same curriculum as the rest of the class. Some pupils in Year 2 and Year 4 are withdrawn for small group specialist teaching for the development of literacy and numeracy skills according to need. Pupils' individual education plans refer to specific targets for each pupil and these are reviewed and revised accordingly. The provision for pupils with special educational needs is effective in enabling them to make good progress towards achieving their targets. All pupils with special educational needs have the same opportunities to take part in every aspect of school life.
37. The school provides a satisfactory range of extra-curricular activities, but these are mostly available to older pupils. Although the overall number of activities has declined since the last inspection, due to changes in staff, the school is widening the number available. A good example of this is the introduction of the computer club for parents and children. Two new Music teachers have reformed the choir and plan to re-establish an orchestra in the near future. The school participates successfully in local schools sports competitions in both boys and girls football, netball and swimming.
38. Pupils often make visits to places of interest both locally and further away. Year six pupils have annual opportunities to spend a week on residential visits to Astley Burf, a local outdoor education centre, and to France. Other classes use the local community such as the library, shops and parks to enhance their work in geography and other subjects.
39. The school makes very good provision for pupils' personal and social development and places a strong emphasis upon direct teaching of this aspect. It is strength of the school. A very good programme for pupils' personal, social, health and citizenship education has been very well planned. Teachers ensure that pupils are given regular time to discuss issues that affect them in their daily lives. A very good example of this was a Year 4 lesson on the causes of stress and how to cope with it. The school has appropriate procedures for sex education and issues relating to drugs awareness.
40. The school welcomes people from the local and wider community who share their talents and experiences with pupils. A good example of this is the crossing patrol man who visited reception classes during the inspection. Two musically talented parents

have visited the school to perform for pupils and one Year 4 class was well supported by two mothers and a grandmother during a design technology lesson. Regular parental helpers in school contribute significantly to pupils' learning.

41. The school benefits from having a local community centre on the same site. This provides a pre-school playgroup plus after school care and holiday schemes. Staff from the school visit the pre-school to meet the children who will transfer to the reception classes. The school has sound links with other local schools and with all the support agencies for the care and welfare of pupils.
42. The school's provision for pupils' spiritual, moral, social and cultural development is good, which is an improvement since the last inspection. Most parents agree that the values and attitudes being promoted by the school have a positive effect on their children's personal development and this was confirmed during the inspection.
43. The provision made for spiritual development is satisfactory. This is an improvement since the last inspection, when it was judged to be unsatisfactory and a key issue for action. Collective worship has improved since the last inspection and statutory requirements are now being met. Satisfactory opportunities for reflection are provided, relating to assembly themes such as feelings, relationships and the seasonal festivals that occur during the school year. In whole school assemblies pupils listen attentively to the readings and music. They join in tunefully with the hymns, though with a lack of enthusiasm. During the inspection week, Year 1 led the infant assembly which was very well supported by parents. The pupils sang their 'Goldilocks' song and shared the letters they had written in class, apologising to the three bears for eating the porridge. This engendered a friendly but reverential atmosphere, which raised pupils' self esteem and allowed them to share their good work with the rest of the infants and the parents. Class assemblies are less consistent in quality. They all meet statutory requirements, but, although pupils respond well to questions, their participation is limited. Teachers take the opportunity in religious education lessons to give pupils reflection time to think about and share their feelings. For example, Year 1 pupils gasped with amazement as their teacher showed them a beautifully decorated tapestry relating to their work on Divali.
44. Provision for moral and social development is very good, and this is an improvement since the last inspection. Pupils have a clear understanding of the differences between right and wrong. Expectations of behaviour are consistently reinforced in all classes and good behaviour and work are rewarded effectively by praise, house points and stickers. This emphasis on good behaviour, particularly on good listening, is helpful in supporting the very good relationships in the school. Religious education lessons often provide a clear moral focus, for example, to respect the values and beliefs of others. Pupils are given opportunities to experience responsibility as they take turns in being monitors for books, cloakrooms and equipment. Pupils work well collaboratively and teachers give good encouragement to paired or group activities, so that pupils can develop, not only their speaking and listening skills, but also their positive social interactions. For example, Year 3 pupils are generous in their praise of their classmates' poems to the extent that, even though it was the end of the lesson, they wanted one member of their class to complete his poem as they were keen to hear his final effort. Pupils in Year 6 collaborate well, organising a variety of individual responsibilities and tasks so they can produce effective posters presenting information about the traditions associated with Judaism. A delightful example of pupils caring for each other is the annual Santa Claus e-mail project, where Year 6 pupils operate replies to e-mails from younger pupils and guarantee to maintain the reality of Santa Claus. The school provides residential opportunities to support pupils' social

development. Younger children in the foundation stage are encouraged to be independent, folding their clothes as they change for physical education and putting away items they use in the classroom.

45. Provision for cultural education is good, and has improved since the last inspection. During assemblies and in classrooms, pupils enjoy frequent opportunities to listen to music. Pupils in Year 2, for example, change into their kit for physical education to the music of Tchaikovsky's 1812 Overture. The planned curriculum for religious education ensures that the beliefs and ideas of Christianity and other major world faiths are taught well. Art makes a good contribution to pupils' cultural awareness. A voluntary lunchtime art appreciation class reveals that Year 5 and 6 pupils can recognise the different styles and techniques of artists such as Cezanne, Holbein and Dali. In art lessons, pupils appreciate the contribution of William Morris as a significant artist and designer, impacting on the Victorian era. The curriculum for history is enriched by visits to The Black Country museum and The Commandery in Worcester. High quality school performances, including dancing, acting and singing, make a good contribution to pupils' cultural development. The school library has a good selection of multicultural books and the school is doing well in making pupils aware of different cultures, without the benefit of itself being a multicultural community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The class teachers and staff take good care of their pupils. Parents have confirmed that the teachers know the pupils well and quickly resolve problems. The success that the school achieves in the support and guidance of its pupils has a beneficial effect on their attitudes, behaviour and learning.
47. Procedures for child protection and for ensuring pupils' welfare are good. There is a suitable policy for child protection, which is consistent with local authority guidance. Teaching staff understand the procedures, which are frequently discussed at staff meetings. The newly appointed headteacher has confirmed that regular training for all staff, including teachers, classroom assistants and lunchtime supervisors, will be arranged. The staff follow procedures in the governing body's health and safety policy. Fire precautions and electrical checks are carried out annually. Whole-school risk assessment is complete and is frequently reviewed. Staff and lunchtime supervisors provide good supervision at breaks and lunchtime. There are good arrangements in place for dealing with accidents. The school benefits from a well-stocked medical room and six members of staff are trained in first-aid procedures. Pupils are alert to health and safety issues through the personal, social and health education programme and the school has received an award for the promotion of healthy eating.
48. Procedures for monitoring and improving attendance are very good and have improved since the last inspection. The monitoring of absence was an area of concern, which has been resolved with the introduction of computerised registration. The school takes a firm line on attendance and requires parents to write a letter whenever a pupil is absent. The secretary monitors attendance each day and contacts parents by telephone if a reason for absence is not given. The class teachers provide the secretary with good support and the headteacher is informed if any pupil's absence is a cause for concern. The secretary checks that all absence letters are received.
49. Procedures for monitoring and promoting good behaviour have improved and are now very good. There are behaviour and anti-bullying policies in place, which have the

support of parents. Most staff and lunchtime supervisors consistently implement the behaviour guidelines, which are fully understood by the pupils. An appropriate scheme of sanctions is in place. Procedures for promoting good behaviour include certificates, house points, stamps and stickers. The pupils help to write their own class rules and attend the weekly achievement assemblies, which also celebrate good behaviour and improvement. Every month a trophy is awarded to the house with the most points. A new initiative, introduced by the headteacher, is the Golden Book, which includes the names of pupils who have been chosen for commendation.

50. Procedures for monitoring and eliminating oppressive behaviour are good. No bullying was seen during the inspection and, when challenging behaviour did occur, staff dealt with it effectively and swiftly. Serious incidents are recorded by the headteacher, who works closely with the pupils, staff and parents to resolve the problem. However, some older pupils have confirmed that when bullying does occasionally occur, although the staff are informed, the problem is not always resolved. The headteacher has confirmed that the anti-bullying policy and associated procedures will be reviewed.
51. Procedures for monitoring and supporting the pupils' personal development are good. The teachers know their pupils well. Personal, social and health education throughout the school makes a valuable contribution to the pupils' personal development. Teachers use a discussion period called 'circle time' to enable pupils to discuss issues such as behaviour and friendship. The pupils complete self-assessment sheets at the beginning and end of each year and share their views with class teachers. Each term they also have target sheets to complete on areas such as attitudes to school and behaviour. These are written in co-operation with class teachers and parents. This makes the pupils evaluate their learning and helps them to understand what they need to do to improve. The school maintains effective links with outside agencies, such as health professionals, which also helps to support the academic and personal development of the pupils.
52. There are good procedures for the early identification of pupils with special educational needs. The provision is good and pupils make good progress. The school gives consistent support to those pupils in the development of their skills. All pupils are fully integrated into the life of the school. Within classes, work is planned which caters for their special needs. Classroom assistants are well-informed and work alongside pupils in the classrooms, promoting their self-esteem and learning most effectively. The classroom assistants contribute to the monitoring of progress by the regular feedback they give to teachers when they have worked alongside these pupils. The school is well-served by visiting specialists, notably the psychology service and the speech and language service, who supply advice and support.
53. In reception, teachers assess children against the local authority base line tests and reassess before children move into the infants. The results confirm the very good progress children make in their learning while they are in the reception classes. Staff continually assess children's skills and knowledge. They use this information very well to plan appropriate activities that meet children's learning needs.
54. At the time of the previous inspection, arrangements to assess pupils' attainment and progress, in the infants and juniors, were good. This is still the case. In English, mathematics and science good use is generally made of the information gained from the assessment of pupils' attainment and progress to decide what will be taught next and to guide improvements in provision. There are no formalised assessment

procedures for subjects other than English, maths, science and information technology.

55. Teachers from different year groups share their knowledge about how well pupils are progressing. At the end of each year teachers pass on easily understood records, which include the National Curriculum levels achieved by pupils in English, mathematics and science. These are used to track the progress of pupils as they pass through the school. This practice is applied to pupils from all ability groups, including those with special educational need, and helps teachers to monitor closely the progress made by these pupils.
56. Beginning this term, teachers set targets on the basis of the assessments they make. These will be related to National Curriculum levels, for pupils' attainment in English, mathematics and science and will be used to set targets which will move pupils onto the next level. However, the practice does not extend to the use of National Curriculum descriptors or levels in other subjects. Consequently, teachers are not able to judge how well their pupils are doing in relation to the standards expected for their age group across the whole curriculum.
57. The results of national tests taken by pupils aged seven and eleven are analysed by the deputy headteacher, assessment co-ordinator and subject co-ordinators for English, mathematics and science. They look for any weaknesses in pupils' performance revealed by the tests, subsequently taking appropriate action to remedy the weaknesses. Similar practices are undertaken for pupils in other year groups, when teachers undertake scrutiny of the results of tests taken by those pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The quality of the school's partnership with parents is good. Views expressed at the parents' meeting and in the responses to the pre-inspection questionnaire indicate that the majority of parents are very supportive. The school has a thriving Home, School and Friends' Association. However, some parents were concerned about the lack of information on the curriculum, the school's response to concerns and suggestions and the amount of homework set. A high proportion of parents expressed dissatisfaction at the amount and range of extra-curricular activities available. While inspectors judged provision to be satisfactory they agree that there is scope to extend the range of activities offered. The newly appointed headteacher has confirmed that more information on the curriculum will be made available to parents. The school is already reviewing its procedures for dealing with parents' concerns and suggestions to ensure consistency among the staff. Inspectors judge that the provision for homework is good.
59. The school maintains very good links with parents, which have improved since the last inspection. Attractive, weekly newsletters keep the parents informed about forthcoming events and the pupils' achievements. A suitable home/school agreement has been distributed, but not all parents have signed and returned it. School productions and parents' meetings are very well attended. The weekly class assemblies continue to be very well attended by parents. The new headteacher is currently using these occasions to meet her parents over a coffee beforehand. The Year 1 assembly, observed during the inspection, was very well attended by parents, who also took the opportunity to meet the new headteacher.
60. Parental involvement has a very good effect on the life of the school. The Home, School and Friends' Association provides very good support, organising social and

fund-raising events, such as fairs and quiz nights. A very substantial sum is raised each year, money which has been used to help the pupils by purchasing additional resources. Many parents give freely of their time to help in classrooms and to accompany the pupils on educational visits.

61. Parents of children with special educational needs are kept fully informed about the progress of their children. They are involved in discussing their children's Individual education plans at regular intervals and are encouraged to provide additional support at home.
62. The quality of information for parents is satisfactory. The governors' report and school brochure are informative and contain all the required information. Parents have the opportunity to consult the staff formally on two occasions each year, as well as during an informal open evening in the summer. Pupils are welcome to attend these meetings with their parents. The pupils' annual progress reports are of high quality. They contain all the required information, give details of the pupils' knowledge and understanding and suggest targets to improve their work.
63. Parents make a good contribution to their children's learning at school and at home. The school brochure contains clear guidelines to parents regarding homework and the majority of parents are supportive. Homework diaries and reading record books are well used as an additional opportunity for home/school liaison. The classes on information and communication technology, which are provided for pupils and parents after school, are very well attended. These sessions enable pupils and parents to learn together.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The good improvement made since the last inspection, together with the well-organised routines and the very good standards achieved, indicate that the school has been well led and managed. Since the last inspection, standards have risen in line with the national trend and the quality of teaching has improved, with a much higher proportion of good and very good teaching than was found at the last inspection. The role of the co-ordinators has been developed and they are now more aware of the strengths and weaknesses in their subjects through their monitoring procedures. Provision for spiritual development has improved and is now satisfactory, and there is effective deployment of classroom assistants.
65. The new headteacher has made a very good start this term in analysing what the school needs to do to continue to improve and to achieve even higher standards. Her evaluation of the national test results prompted an early focus on mathematics and monitoring of teaching in the subject across the school. The headteacher recognises that the existing management structure does not represent an equitable balance of responsibilities for post-holders, nor does it fully meet the needs of such a large school. She has begun a review of the management structure in order to provide more effective strategic management of pupils' progress and the standards they achieve. In doing so she has set a clear direction for improvement and has convinced teachers and governors of the need for these changes. She has been well supported by the deputy headteacher who has a clear picture of pupils' progress through his analysis of pupils' performance in national and school tests.
66. Delegation of responsibility to subject co-ordinators is effective and all of them, including the newly appointed co-ordinators for English, are clear about their roles. They are keen to promote good standards in their subjects and co-ordinators for

English, mathematics and science have been enabled to monitor teaching in their subjects through a planned programme of release from teaching. Overall, the quality of management by co-ordinators is good and they make an effective contribution to improving standards. Monitoring of the quality of the curriculum coverage for all subjects has improved but still needs further work especially in the monitoring of how subjects are taught. The impact of their work is seen in the improving quality of curricular provision and in the improved quality of teaching since the last inspection.

67. The management of special educational needs is good. There is effective and caring provision. The co-ordinator has developed procedures for early identification of need most effectively. She is directly responsible, together with class teachers, for compiling each pupil's individual education plan and is fully involved in reviews and in the assessment of pupils' progress. There are clear guidelines for the deployment and effective use of the classroom assistants who work well with teaching staff and have a good impact on pupils' learning.
68. There is a strong reflection of the school's aims in the good standards of learning seen in all classes. Throughout the school there is a strong sense of commitment to learning, with teachers making clear to pupils that they are expected to work hard. The school succeeds in providing a stimulating curriculum, which motivates pupils to learn and develops lively and enquiring minds. Relationships between pupils and teachers are very good, reflecting high levels of respect and a shared enjoyment of learning. Teachers are quick to use praise in lessons and they take care to award house-points for good effort and care for others. In this way, teachers reinforce the values and attitudes they wish to develop in pupils.
69. The governors' knowledge and understanding of the school has improved since the last inspection and they are now in a position to play a fuller part in the strategic management of the school. While planning to appoint a new headteacher, they developed a good understanding of the school's strengths and weaknesses. They are now more aware of how well the school is performing in relation to similar schools after comparing the school's performance in this year's national tests with similar schools. Through visits to the school and links with co-ordinators, they know how the school arrives at its priorities for development and they share the new headteacher's vision for even higher standards through continuous improvement. Overall, governors are careful to get good value in what they buy and in what they do in the school. All statutory requirements are met.
70. There is an appropriate number of qualified and experienced staff to meet the needs of the curriculum. They are well supported by classroom assistants, who contribute well to the education of all groups of pupils across the school. This is an improvement from the last inspection. The school has made good provision for the professional development of staff, except for the National Literacy Strategy, where not all teachers have been fully trained to use the strategy. The newly appointed headteacher has identified this training as a priority this year. Arrangements for performance management are satisfactory and teachers are set targets associated with their area of responsibility in the school.
71. Accommodation, generally, is good, although space in the hall is sometimes only adequate for physical education lessons. Classrooms are of adequate size and are enhanced by the high quality of the displays of pupils' work. These are a feature of many classrooms and other areas of the school and contribute greatly to the overall quality of areas where pupils work. The outside areas include grassed and hard surfaced areas, which are well used to support work in science and physical

education. The new computer suite is being used well to develop pupils' skills and is helping to raise standards. The quality of resources across most subject areas is good. They are well-organised and available to support teaching and learning across the school. Each class has a sufficient number of books and the libraries are adequately stocked. The infant and junior library areas have space for pupils to work independently, or in groups, as part of their class work. However, the junior library has a substantial number of reference and resource books which are in poor condition, out-of-date, and in need of replacement.

72. Financial planning is good. The governors are well informed of the school's priorities and recent spending patterns. There is effective use of funds to raise standards and to improve provision. The increase in the number of classroom assistants has been well managed and they are effectively used to support children's learning and to raise standards. The new headteacher has begun to analyse the school's performance in relation to similar schools and has signalled to governors their responsibilities in this process. The links between planning for school improvement, monitoring and the evaluation of spending are now clear to all individuals with responsibility for the school's financial management. Given the quality of provision and the standards achieved the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to continue to raise standards, the headteacher, staff and governors should:
- (1) Raise standards further in the juniors in English, mathematics and science by:
 - developing teachers' understanding and use of assessment procedures so that they have higher expectations of what pupils can achieve
 - making further improvements to the quality of teaching
 - reviewing the policy and scheme of work for English and revising to include the National Literacy Strategy in order to ensure progression in all aspects of the English curriculum.
Paragraphs 5, 13, 14, 89, 91, 93, 94, 102, 104, 109
 - (2) Increase the time available for teaching in the infants and juniors so that it meets the recommended minimum.
Paragraph 33
 - (3) Extend the use of assessment procedures to the foundation subjects so that teachers know how well pupils are achieving against national expectations.
Paragraphs 115, 119, 125, 130, 143, 152

In addition, the governors should also consider the following less important weaknesses for inclusion in their action plan:

- (4) Further develop the role of foundation subject co-ordinators to include some monitoring of teaching in their subject.

Paragraphs 66, 115, 119, 125, 130, 143, 152

- (5) Continue to improve the provision for the spiritual development of pupils.

Paragraph 43

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	119
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	38	51	22	0	0	0
Percentage	7	32	43	18	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.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	536
Number of full-time pupils known to be eligible for free school meals	-	27

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	1
Number of pupils on the school's special educational needs register	-	34

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	21
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	39	38	77

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	39	39	39
	Girls	37	38	37
	Total	76	77	76
Percentage of pupils at NC level 2 or above	School	99(100)	100 (100)	99(100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	39	39	39
	Girls	37	37	38
	Total	76	76	77
Percentage of pupils at NC level 2 or above	School	99 (100)	99 (97)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	40	42	82

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	33	41
	Girls	38	35	39
	Total	75	68	80
Percentage of pupils at NC level 4 or above	School	91(90)	83 (84)	98 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	38	37
	Girls	36	38	39
	Total	70	76	76
Percentage of pupils at NC level 4 or above	School	85 (80)	93 (82)	93 (87)
	National	77 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	-
Black – African heritage	-
Black – other	1
Indian	1
Pakistani	1
Bangladeshi	-
Chinese	-
White	475
Any other minority ethnic group	16

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	24.5
Number of pupils per qualified teacher	21/9
Average class size	25.5

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	153

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	996,353
Total expenditure	1,012,139
Expenditure per pupil	1,606
Balance brought forward from previous year	24,605
Balance carried forward to next year	8,819

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	536
Number of questionnaires returned	111

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	39	3	0	0
My child is making good progress in school.	54	43	3	0	0
Behaviour in the school is good.	56	42	2	0	0
My child gets the right amount of work to do at home.	26	59	12	0	3
The teaching is good.	53	47	0	0	0
I am kept well informed about how my child is getting on.	32	50	14	1	3
I would feel comfortable about approaching the school with questions or a problem.	52	41	5	0	2
The school expects my child to work hard and achieve his or her best.	70	28	2	0	0
The school works closely with parents.	29	59	10	0	3
The school is well led and managed.	41	49	1	0	9
The school is helping my child become mature and responsible.	42	52	4	0	2
The school provides an interesting range of activities outside lessons.	10	38	25	10	17

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

74. The provision for children in the reception classes is very good and is a strength of the school. This is because the consistently high quality teaching combines successfully with children's eagerness to learn. The atmosphere in the reception classes is vibrant and exciting. This produces a very good climate for learning, where adults and children rejoice in each other's company. The reception classes provide children with a very good start to their formal education.
75. The children in the Foundation Stage are taught in three reception classes. There are two intakes during the school year and, at the time of inspection, there were two classes, each with 21 children, attending school full time. Three teachers, one full-time and one part time nursery nurse staff the classes. Parent helpers and childcare students provide good support which is well organised to meet children's educational needs.
76. Attainment on entry to the reception classes is above that expected of children of this age. Children make very good progress during their time in the reception classes in all areas of learning. By the end of the reception year, the large majority of children will have exceeded the nationally expected standards in all six areas of learning. Children who have special educational needs are supported well, take part in all activities and make very good progress.
77. There is a well-organised induction programme. The teachers hold meetings with parents to introduce them to the school and to the routines expected of their children. Pre-school children visit the school for three afternoon sessions, joining in with activities and stories. Staff make good use of this opportunity to do some preliminary assessments, so they can prepare appropriately for the arrival of the children in the following term. Staff are working to further extend their links with local pre-school provision. At the moment there are very good links with a neighbouring kindergarten and those children join the reception children once a week for playtime and to use the Early Years' library. This prepares children very well for the more formal requirements and larger size of the reception classes. Improvement since the last inspection is good. Issues relating to teachers' planning in the previous report are resolved and planning is of high quality.

Personal, social and emotional development

78. By the end of the reception year most children will have exceeded the expected standards. Teaching in this area is very good. Adults foster the children's personal and social development at every opportunity. They interact and intervene in the learning frequently and this has a positive impact on the development of the children's confidence and attitudes to learning and to each other. For example, the nursery nurse questioned and listened well to the children as they discuss the ingredients needed to bake gingerbread men. In a very good lesson based on investigation, the teacher concluded by making sure that the children knew that they had learned something new and that they had used their brains, eyes, ears and hands to help with their learning. Children enjoy coming to school and happily leave their parents and carers at the start of the day. They eagerly become involved in the wide range of stimulating activities available and are keen to learn new skills and to explore new ideas. Staff are excellent role models for the children, thanking them for their hard

work, valuing their ideas and treating them with respect. As a result, the children listen attentively and respectfully to visitors such as Uncle Dennis, the lollipop man, who visits school to support the teachers in promoting road safety. Children learn to share and work together in a variety of situations, such as role-play in the shop or sharing leaves as they investigate autumn colours. On the way to the hall when the teacher discovered imaginary birds, the children carefully picked up and carried their birds gently to the hall. This also means that they walked quietly through the school without disturbing anyone. All children are able to work for sustained periods of time and take pride in their reading and writing successes. Children are taught to respect different cultures as, for example, they learned about the Chinese New Year and discovered which animal represents their own year of birth. The classrooms are well organised to promote children's independence in selecting from a range of planned activities, tools and materials. The children make choices sensibly and confidently and take responsibility for putting away what they have used when it is time to tidy away. Relationships are very positive and the classrooms are busy friendly places. Consequently, children develop very good attitudes to work. Through very good teaching, based on 'special people', the children learn that physical appearance does not reflect what the person is like inside. They left the lesson feeling happy and confident because their teacher has assured them that they are all special children.

Communication, language and literacy

79. Children achieve very well and the majority attain above the expected standards by the end of the reception year. This is because of the consistently very good teaching and the very good learning opportunities provided. Adults work well together. If there is a whole class activity led by the teacher, the nursery nurse makes very good use of the time to record children's responses and any difficulties they have. This information is invaluable in allowing teachers to plan their future work specifically to meet children's individual needs. Teachers place a successful emphasis on speaking and listening. They provide very good opportunities for children to take part in discussions, for example about the characters in 'What a Bad Dog!', or suggesting words such as 'slippery', 'sticky', 'jumpy', as they scoop out pumpkin seeds in preparation for making a pumpkin lamp. This encourages children to take an interest in language and to enjoy new words. In a discussion about how the pumpkin might become cleaner, suggestions ranged from a practical idea of bathing it, to the possibility that a fairy might come and do it magically. Children discussed sensibly the possible places in their classroom where they might display their 'Lenny the Lions' made in a cutting and sticking activity.
80. Effective emphasis is placed on the development of reading and writing skills. This results in very good achievement. The teaching of reading is well structured and this enables children of all abilities to make very good progress. Children enjoy sharing a Big Book, recognising familiar words, and are confident enough to be able to predict the possible end of the story, given different circumstances. Children enjoy stories and treat books with respect and affection. One child, returning to class from the library, could not wait to tell his teacher, 'I've got Elmer'. Literacy lessons are typified by being lively, challenging and fun. This is because teachers plan the lessons very carefully to maximise time and provide an exciting range of activities. Children practise their letter shapes in the air and on small whiteboards. By the end of the Foundation Stage, the majority of children use capital letters when they start a sentence. Their letters are clearly shaped and they use their phonic knowledge to write simple regular words. Lower attaining children make very good progress; they print legibly, recognise initial sounds and, with adult support, sort out jumbled sentences. They frequently make their way to the 'office' to write letters to each other. Children were very excited to

receive individual invitations to Lenny the Lion's birthday party, reading and comparing their invitations as well as eagerly anticipating the proposed toast and juice. Appropriate elements of the literacy strategy are implemented extremely well. Learning to communicate through talking, reading and writing is an exciting fun activity and has a positive effect on the children's achievements and attitudes to learning.

Mathematical development

81. The majority of children are on target to attain the expected standards by the end of the reception year, with some children likely to exceed them. Teaching is very good and sometimes excellent. The challenges in this area of learning are well planned and interesting for the children. The adults have a very good understanding of the children's needs and the work is well planned to enable them to make good, and sometimes very good, progress. Some excellent teaching was seen where, after 60 minutes of mathematical activities, the children were still engrossed in number recognition games. Teachers make very good use of resources to encourage confidence; for example, children use uni-brix to reinforce their counting and then make block graphs to record their towers of bricks. Children working independently carefully check their results before translating the numbers to graphs. Very good use of well prepared resources, including magnetic and fuzzy felt shapes, was seen when children named and discussed two-dimensional shapes, such as triangles, circle and square before creating those shapes in their books. This new learning about shape was further reinforced at the end of the lesson through a movement game greatly enjoyed by the children. Opportunities are taken throughout the day to encourage children to count or calculate. For example, counting the currants to decorate their gingerbread men, counting as they roll the balls in their physical education lesson and deciding how many more trees are needed on their gingerbread man's route map. Children's sense of time develops as their teacher explains that Lenny the Lion's birthday party is 'four big sleeps away'. When they leave the reception class, children are familiar with mathematical vocabulary such as "heavier" and 'lighter'. Higher achieving children recognise o'clock on a clock face, subtract 1p or 2p correctly from 10 pence and lower achieving children can put three digits in order, match pennies to the correct number and have an understanding of 'longer' and 'shorter'.

Knowledge and understanding of the world

82. Teachers plan very effectively for this area of learning and, as a result, the children make at least good progress and are on course to achieve at least the levels described by the early learning goals by the end of the year. Teaching is very good. Pupils use the computer confidently to support their learning and use the mouse to locate and drag as they draw gingerbread man or spray paint their own firework pictures. Children understand that time passes and changes occur. In a well-organised lesson children discussed the seasonal changes at autumn time and drew an autumn tree to fit into their personal time lines. This is a very effective way of helping children to understand the past and the present. Children were fascinated when their teacher showed them black and white photos, they deduced these were old because they were not brightly coloured and they correctly decided the photos were of their teacher as a little girl. The children were intrigued as their teacher told them about her first day at school and listened avidly as she told them that her favourite story had been 'The Gingerbread Man'. They enjoyed sharing their teacher's favourite story and developed well their knowledge of place when they used a route map and puppet of the gingerbread man to bring the map alive. In the same lesson groups of children developed good observational skills as they matched photographs with the actual classroom items. All the children show great interest in the world around them. They

ask questions and are naturally curious. This was evident when groups of children carefully examined a pumpkin and knew that the pips were seeds and were able to suggest that if our country is not warm enough to grow pumpkins then maybe 'where the kangaroos are' would be successful. Because the curriculum is planned to provide a wide range of stimulating and relevant activities, the children are very interested and as a result make good progress.

Physical development

83. Teaching is very good and children make very good progress in this area of learning and almost all are on course to achieve at least the levels described by the early learning goals by the end of the reception year. Children's natural exuberance and energy is catered for through well-planned structured lessons and outdoor play. In the classroom, children control their actions well. They are well co-ordinated and confidently pour water and sand, place small world figures and use malleable materials to make models. Children change their clothes for physical education lessons and require minimal help from adults. They enjoy the opportunities to work with partners and pass a ball round their heads and round their middles. The children know that at the beginning of a physical education lesson they should warm up so their hearts are thumping so that they will be warm and their muscles ready for exercise. They greet all activities with enthusiasm and obey well the instructions in the traffic light game as they improve their skills in moving safely and with control. When they put their pumps back on at the end of the lesson children help each other to locate their own pumps. Adults are enthusiastic helping to promote physical skills well and making very good use of the opportunities to develop children's co-ordination and dexterity. Adults in class show children how to hold pencils and scissors correctly. This is effective in helping them to develop their writing and cutting skills.

Creative development

84. Teaching is consistently very good and children make very good progress in this area of learning and are all on course to achieve at least the levels described by the early learning goals before they leave the reception classes. The good range of creative activities are linked closely to the topic for learning, for example children enjoy exploring the texture of paint as they make autumnal leaf prints. This work links well with the topic of time passing and seasonal change. Similarly Lenny the Lion pictures created with paper and scissors link with discussion about the travels of the class mascot and the sound for the week 'l'. Examples of children's art and design work are proudly displayed around the classrooms. Children enjoy singing. Both classes join together for a weekly music session. A parent regularly accompanies the children on an electronic keyboard and they join in enthusiastically with known songs including hand movements. When the percussion instruments are brought out there is absolute silence as the children wait to see who would have a turn with the triangle, tambourine and maracas. Children are willing to discuss their favourite song and the whole session makes a valuable contribution to children's personal development. This is because time was given for the children to reflect on how much they enjoy music and how thankful they are that a parent can come and help to make the session so enjoyable. Children have very good opportunities to develop their imaginations. During an excellent drama lesson children respond enthusiastically to their teacher as she becomes 'The Gingerbread Man'. They express concern for the welfare of the gingerbread man wanting to keep him safe. As one child said 'just like the lollipop man keeps us safe'. Children's attitudes in this lesson were exemplary because they were totally immersed in the role-play inspired by their teacher.

ENGLISH

85. In the national tests in 2001 pupils' performance in reading at seven was very high compared with the national average and compared with similar schools. Their performance in writing was very high compared with the national average and well above the average of similar schools. In the same tests for eleven year olds in 2001, pupils' performance was well above the national average and well above the average of similar schools. These standards mark an improvement since the last inspection and an improvement on last year's test results. The improvement in standards is owing to the improved quality of teaching, especially in the infants where teaching is very good and the National Literacy Strategy is being implemented to provide continuity and progression.
86. The vast majority of children who are seven exceed the expected level in their speaking and listening. They are very good listeners who follow the teacher's explanations very closely responding quickly to questions with full, thoughtful answers. Pupils are encouraged to answer in sentences from the earliest age and in a Year 1 lesson the teacher was careful to insist upon this so that pupils developed their understanding and use of grammar. Pupils are also very good at asking questions about their learning showing that they are thinking hard about what is being taught. Pupils speak clearly and enjoy presenting their work to the class at the end of lessons. They are confident about their learning and handle questions from their classmates very well giving clear descriptions and explanations. All pupils, including those with special educational needs, have good reading skills because they are taught very well from the time they join the school. The teaching of phonics is very good and teachers constantly reinforce reading skills. A good example seen in a history lesson where the teacher reminded pupils how they could manage to understand new words by sounding out then missing the word and reading on to discover its meaning, demonstrates how pupils soon become independent readers. Pupils are avid readers and they use their skills constantly reading for pleasure and for information. By the time they are in Year 2 pupils are able to research information, use dictionaries independently and locate books in the library.
87. By Year 2 pupils writing skills are very well developed through challenging and interesting activities in other subjects as well as English. Pupils are neat writers whose spelling is better than expected for their age because of the good emphasis that teachers place on spelling and their own good skills at sounding out words and referring to dictionaries to check their spellings. They have a very good grasp of punctuation by Year 2 and the higher attainers are securely using question and exclamation marks to enhance their writing. By Year 2 pupils have good knowledge of how to write for different purposes, because they apply their writing skills in other subjects. They show a very good understanding of how to write instructions, which serves them very well in science and design and technology. They write stories and poems in imitation of established writers or traditional styles. Higher attainers show a flair for language and make their writing interesting through exciting word choices. All pupils achieve very well because of the demanding teaching and the good support given to pupils with special educational needs.
88. Pupils currently at the end of the juniors exceed the national expectation for speaking and listening. They are good listeners who concentrate well, sometimes during lengthy explanations from teachers. They respond promptly to teachers' questions and are eager to join in class discussion as when Year 6 consider the use of simile in a lesson on figurative language and develop their ideas about how similes and metaphors differ. In a very good Year 3 lesson pupils' confidence was very well

developed as they explained to the class their suggestions for missing verbs in a poem about Bonfire Night. In this lesson pupils demonstrated a very good knowledge of grammar as well as an extensive vocabulary. One reason for the good vocabulary pupils have is their enthusiasm for reading. Throughout the juniors pupils read avidly both for information and for pleasure. They read with very good understanding because teachers are careful to help them explore hidden meaning in what they read. By the time they are eleven pupils are skilled not only at reading beneath the surface, they are also able to explain what devices a writer uses to write at different levels. They are able to read at speed for information and higher attainers can efficiently summarise what they read, as they did about life in Victorian factories in a history lesson so they can inform other pupils of what they have learned. Pupils who have special educational needs achieve good standards in reading because they are well supported by classroom assistants who have been well trained to give this kind of support. By the age of eleven pupils are able to use books, CD-ROMs and the Internet effectively for research.

89. The majority of pupils in Year 6 are on course to achieve above the expected level in writing by the end of the year. They have been thoroughly taught about different styles and purposes of writing throughout the key stage. They know how to use a dictionary and a thesaurus effectively to make precise word choices. From their extensive reading they have experience of the style and structure used by published writers and are able to imitate this to produce convincing stories and accounts of their own. Because pupils are expected to apply their writing skills in all subjects they are skilled at writing descriptions and explanations of their work in science and design and technology; they write convincing and moving accounts of events in Victorian factories and cities in history. Through a sharp focus on language pupils develop a flair for words which often brings considerable power to their writing. Pupils in a Year 6 lesson wrote very effective first draft poems about their fear and excitement at riding in a hot-air balloon, while in another Year 6 class pupils had displayed their final drafts of disaster poems which were of a very high standard and showed an excellent control of structure and vocabulary. Pupils who have special educational needs achieve well in their writing because of the good quality, well-targeted support they receive from teachers and classroom assistants. A slight weakness noted among some pupils was a lack of knowledge about certain features of language. While pupils in Year 2 are secure in their use of subject vocabulary such as phoneme and simile, older pupils are not able to use terms as fluently as the younger pupils. One reason for this is that teachers do not use the National Literacy Strategy to plan from in the juniors. As a consequence there are some gaps in pupils' knowledge which could easily be overcome by more consistent planning to ensure continuity of learning from the infants through the juniors.
90. Pupils achieve well in the subject overall and in the infants they achieve very well. The very good achievement in the infants is because teachers build very effectively on the strong foundations laid in the reception classes. Teaching in the infants is very good overall with almost a third of lessons seen judged to be excellent. Teachers have very good subject knowledge and they miss no opportunities in their teaching to reinforce key skills such as letter sounds and the basic conventions of writing. During whole class teaching they move at a rapid pace, constantly using the terminology they want pupils to learn. As a result pupils absorb knowledge about language without being aware of anything other than they are having fun and meeting the teachers' very high expectations of what they can do. In an outstanding lesson on writing instructions, pupils showed how much they had learned when they explained to the teacher all the different features of instructions. Some pupils demonstrated how well they had learned this by writing their own instructions for making a cup of tea, while others read

and followed instructions to make a mask and yet another group extracted information and listed it under the headings of tools and tasks. Teachers in the infants are very good at promoting independence in their pupils and expect them to use dictionaries as a matter of course to find new words and to check spellings. All pupils rise to these challenges with confidence. All teachers in the infants make very good use of daily assessment to plan the next stage of learning for pupils. As a result the work set is very well matched to pupils needs and they respond by not losing a moment when they begin independent tasks. Pupils make very good use of the time given for tasks because they want to please their teacher with their efforts at the end of the lesson. Teachers are very good at acknowledging this effort with a generous use of praise.

91. In the juniors, pupils achieve well. In some classes where teachers have high expectations they achieve very well because the work set challenges all pupils. In a very good Year 5 lesson on figurative language the teacher's planning ensured that all groups of pupils extended their understanding of metaphor and simile so that they could use these devices to create their own poems. Teachers' knowledge in the subject is good. They give clear explanations and their questioning of pupils draws out the ideas they wish to develop. This was well illustrated in a very good lesson in Year 6 on using powerful description to communicate feelings, where the teacher had written a poem for the pupils to analyse. She had taken care to include all the effects she wished the pupils to learn about and was very specific in drawing their attention to these through careful questioning. The pupils were very well prepared for writing on their own and were eager to share their very effective first drafts at the end of the lesson. In some lessons teachers follow the National Literacy Strategy, and where this is the case lessons are well structured giving appropriate time to whole class teaching and individual work, with time at the end to evaluate learning. In other lessons where the literacy strategy format is not followed, there is a tendency for teachers to dominate the time available with lengthy explanations or to leave too little time to assess and recap on what has been learned at the end of the lesson. In these instances pupils learning is not as good as it might be and they are sometimes unclear about what they have learned. Teachers' use of assessment to plan appropriately for pupils and their use of classroom support assistants to help pupils with special educational needs are good. Pupils are clear about their tasks and begin work quickly making good use of the time available. Those with special educational needs are presented with tasks that help them make good progress and they willingly accept the help of classroom assistants with whom they have formed good relationships. In a few instances some pupils are not always sufficiently challenged by the work set because the teacher has not made an accurate assessment of what they need to move on to. When this is the case pupils make satisfactory rather than good progress.
92. The skills that pupils learn in English lessons are well applied in other subjects. They read widely for information and pleasure in history, geography and science. They write in a range of styles in all of these subjects showing a good understanding of the importance of writing appropriately for good communication. They develop their thinking through lively and interesting discussion in religious education and personal and social education lessons. They also make good use of information technology in their English lessons to draft writing and to create eye-catching presentation of their work as well as research information about famous authors.
93. Two new subject co-ordinators have taken responsibility for the subject this term. In the past year, the subject has been very well led, on a temporary basis, by an established teacher. Under her leadership the very high standards in the infants have been maintained and in the juniors the proportion of pupils achieving the higher level has improved. The impact of monitoring teaching and the improved use of

assessment in the subject have led to these improvements. The new co-ordinators have been given a clear picture of the strengths and weaknesses in the subject and have been able to begin to formulate an action plan which focuses on the correct priorities to ensure that standards continue to rise. They are aware that the school needs to review its English policy and curriculum to bring it in line with the National Literacy Strategy and that there is room for even better performance from the highest attaining pupils in national tests. The subject is adequately resourced, though more books for literacy teaching would enhance provision further. While the use of assessment is very good in the infants there is scope for further training of staff in the juniors so that it can be used more accurately to set consistently high challenges for all pupils.

MATHEMATICS

94. The results of the most recent national tests, taken when pupils are aged seven and eleven, indicate attainment to be well above the national average. This is confirmed by the standards seen during the inspection and is similar to the pattern of attainment during recent years. The proportion of pupils attaining standards that are higher than those expected for their age is well above that found nationally and rose significantly in 2001. However, the rate of progress made by some pupils between the ages of seven and eleven is sometimes less than expected and could be improved.
95. The majority of pupils, including pupils with special educational needs, achieve well for their abilities and make good progress. There is no difference between the attainment of girls and boys.
96. The quality of teaching and learning is consistently good. At times these features are excellent. Teachers throughout the school are enthusiastic about the subject. As a result, pupils become confident and enthusiastic learners. They are eager to answer questions and volunteer to demonstrate their work and explain what they are doing to their classmates. Teachers' knowledge of the subject is good and this, along with thorough and detailed planning, usually ensures pupils are challenged appropriately by activities that are matched well to their abilities. The system of 'setting' pupils by ability in the juniors works well. This also helps to ensure the good match of activities to pupils' abilities. Teachers are good at setting the scene for the work pupils are going to do and helping pupils to consider how they might draw on what they have learned previously. This helps pupils to be aware of the high expectations their teachers have of them and of what they are intended to learn during lessons. For instance, pupils in the infants often write down the aim of their lessons without having to be reminded.
97. Pupils in the infants are developing good counting skills. For example, they count on in fives and tens, rarely making any mistakes. These skills are shown clearly when they are applied to calculations involving money. Pupils know facts, such as two hundred pence is the same amount as two pounds. They are also good at explaining how they do their calculations. One pupil said she 'held the number' in her head when she subtracted twenty-four from twenty-eight. Teachers of this age group insist on pupils using the correct mathematical language and they do this with relish. They are also delighted to do the homework that is set for them, such as counting the money in their parents' purses.
98. Pupils in the infants also know the properties of simple two-dimensional shapes, such as triangles, squares and rectangles. They measure accurately using non-standard units, such as columns of plastic bricks, comparing the sizes of the objects they

measure, and writing sentences about what they find. They use correct mathematical terms, such as tallest, smallest and larger and smaller correctly.

99. Pupils in the juniors, including lower attainers, double and halve numbers containing two and three digits easily. For example, one pupil halved one hundred and ninety two and explained clearly the method he used to get the correct answer. In addition to their knowledge of number pupils are gaining a good understanding of shape, space and measures. They can identify the lines of symmetry in two and three-dimensional shapes. They measure each others heights accurately, making realistic predictions about how tall they might be. However, the practice of asking pupils to make sensible estimates of what their answers might be, prior to making accurate calculations, is not used enough. Higher attaining pupils understand the relationship between adding and multiplying odd and even numbers. However, sometimes when pupils are challenged to identify number patterns their teachers provide the answers before they have had time to arrive at their own conclusions.
100. Lower attaining older pupils look at the nets of two-dimensional shapes and predict what shape will result from folding the net. They do this with great confidence, willingly sharing their thoughts with the rest of the class and demonstrating how they folded their net to make a three-dimensional shape. Higher attaining pupils of this age are adept at converting fractions into percentages and visa versa and at interpreting data from graphs and charts. Their knowledge of the properties of two-dimensional shapes is developed well and they can identify different types of triangle. This knowledge is extended further when pupils deduce what type of triangle they are drawing from the size of the angles and measure the angles with accuracy.
101. The mental arithmetic of the oldest pupils is developed well. This is illustrated by the challenging problems they set as part of a weekly quiz, providing questions for pupils in all age groups and generating great enthusiasm to provide answers. They add, subtract, multiply and divide in their heads to a standard that exceeds that expected for their age. Their teacher provides activities that link their knowledge of fractions to a developing knowledge of probability and they use the correct mathematical language when they talk about probability. Lower attaining pupils have appropriately developed knowledge of number when they double numbers, such as twenty nine correctly and explain the strategy they have used. These pupils use a wedding gift list to make calculations about sharing the costs of presents and use calculators correctly to confirm their findings.
102. Teachers throughout the school use questions effectively and frequently provide pupils with problems that challenge their mathematical knowledge. However, the practice of asking pupils to explain how they arrive at their answers is not used widely enough. Consequently, opportunities are missed for pupils to clarify their thinking and to raise the awareness of others to the way they solve problems. Satisfactory use is made of homework to extend pupils learning in the subject.
103. Opportunities for pupils to apply their numeracy skills in other subjects are used well, particularly in science, design and technology and geography. The introduction of the National Numeracy Strategy is effective and is helping to maintain high standards. However, in some classes in the juniors, the mental and oral part of the lesson is not taught for long enough. When this happens pupils abilities are not extended to the high levels of which many are capable. Insufficient use is made of information and communication technology to improve pupils learning during mathematics lessons.

104. The subject benefits from strong and effective leadership. This contributes much to the maintenance of high standards and the search for ways of raising standards further. Arrangements for assessing pupil's attainment and progress are thorough and accurate. The information passed on by teachers at the end of each year about how well pupils are doing is used effectively by teachers to decide what they should teach next, meeting the needs of each pupil. However, the practice of setting targets for attainment across each year is not fully established. Standards are similar to those found at the time of the previous inspection, consequently improvement since that time is satisfactory.

SCIENCE

105. The school's performance in this year's national tests showed that attainment for the majority of pupils by the end of Year 6 was well above average. This is confirmed by a scrutiny of pupils' previous work and current inspection evidence. Half of the pupils taking the test achieved the higher than expected level, level 5, and a few pupils achieved the next level - 6. This is an improvement on the findings of the last inspection. Teacher assessments of pupils at the end of Year 2 showed similar improvements. Over one-third of pupils were assessed at the higher level 3, and this too is an improvement since the last inspection. This has been brought about by a marked improvement in teaching, particularly in infant classes, an emphasis on developing pupils' skills of investigation and the good use of resources to stimulate interest and enthusiasm for science.
106. The overall response of all groups of pupils to the stimulating and interesting activities that their teachers plan for them is always good. Pupils listen well to teachers' instructions and information and are eager to take part in discussions and activities. For example, in a Year 2 lesson introducing a new topic on the effects of forces on materials, pupils responded well to the wide range of materials and explored with enthusiasm how the shape of different materials are affected by different forces. Similarly in Year 1, pupils gasped with amazement when they were exposed to total darkness in the 'blacked-out' library as they explored which is the best colour for a coat to be worn in the dark. By the end of the lesson, all groups of pupils were very clear about why lighter colours are safer to wear in the dark, a message that is timely referenced to a talk on road safety. Scrutiny of previous work shows that a good start to developing scientific knowledge is begun in the reception classes, where children are able to name correctly all the major external parts of the body. By the end of Year 2 the great majority of pupils can identify a range of sources of light and more able pupils can say which are natural or man-made. They can sort different toys as to whether they are made to move by push or pull forces. All groups of pupils can distinguish between living and non-living objects and the more able can identify similarities and differences between plants and animals. They can construct a simple circuit to light a bulb and average attaining and lower attaining pupils have a good sense of the dangers of electricity in the home.
107. Pupils' interest in science is maintained in junior classes by similarly well-planned and resourced activities that challenge and enthuse them. Talking to Year 3 pupils shows that they have a good understanding of magnetic and non-magnetic materials. A successful lesson in Year 4 used the previous learning of pupils very effectively to introduce a new topic on forces. Pupils in these year groups are benefiting from the introduction of a new scheme of work that uses national guidelines for the teaching and learning of science. This is leading to a systematic and progressive development of skills that shows in the wide range of investigations they have undertaken. These include testing soils and rocks for properties of hardness and permeability, and a

range of materials for insulation. Scrutiny of their previous work shows that their investigation skills are above average for their age. Older pupils in Years 5 and 6 are still following the previous scheme of work as the new one is being introduced gradually to minimize the problems of pupils repeating the same work. Scrutiny of their previous work and talking to pupils shows that their attainment is already very securely in line with that expected for pupils of a similar age. They are well placed to achieve standards well above average by the end of Year 6. For example, Year 6 pupils are starting a new topic on separating substances from solutions. Average attaining pupils already have a secure understanding of how substances dissolve and were observed testing the effects of heat and the amount of stirring involved. In the same lesson, more able pupils were already predicting which changes to substances were reversible or not. All groups of pupils show a clear understanding of fair testing.

108. The best teaching in science in both the infants and the juniors is characterised by a 'buzz' of excited learning. Teachers make very good use of their own subject knowledge in the way they frame their questions to encourage all groups of pupils to explain and expand their ideas and opinions. They are skilful at targeting the right question to the right pupil so that all can contribute in a meaningful way to the lesson. For example, pupils with special educational needs are always fully involved in science through the good support they receive from teachers and support staff. Activities are well planned to challenge pupils' thinking and the overwhelming majority of pupils respond positively. They listen to their teachers and each other and work well together, sharing resources and co-operating when required to do so. The overall quality of teaching is good, with a high proportion of very good teaching especially in the infants. This is an improvement since the last inspection.
109. Two co-ordinators, one of whom has only been in post for a few weeks, lead the subject jointly. Both are enthusiastic and knowledgeable. Good systems of assessment are being refined to take account of the change of the scheme of work and the requirements of the National Curriculum. These are helping teachers to set targets for improvement for pupils across the school. Teachers make good use of pupils' skills in literacy in discussion and written recording but more could be made of numeracy and information technology skills, for example, in the use of graphs to record data from investigations. Resources are good in quality and quantity and are being used well to support the raising of standards in the subject.

ART AND DESIGN

110. The subject is a strength of the school. Standards are above those reached nationally by most Year 2 and Year 6 pupils including those with special educational needs. This relates to the high expectations of pupils' artwork by teachers throughout the school, the wide variety of work produced and the level of challenge which older pupils in particular experience. This is an improvement since the last inspection.
111. By the end of Year 2, younger pupils have learned to observe closely and use this skill to good effect when they make close up sketches of eyes, limbs and plants. They experiment with shading and find that a variety of tones can be achieved using only pencil. These drawings display an increasing awareness of line, shape and tone. Very good quality illustrations of characters from stories have been done by Year 1 pupils using both paint and collage. Teachers give pupils a wide range of experiences to develop their knowledge and skills in art. They introduce pupils to paint, pastel, pencil, felt pens, collage and printing. Teachers use the work of renowned artists such as Mondrian, Van Gogh, Picasso and Lowry to inspire pupils to work in a similar style. Pupils in Year 2 generated drawings on the computer in the style of Mondrian. They

compared these pictures with drawings they did using wax crayon and black felt pens. Painting portraits gives pupils the opportunity to experiment with colour mixing to achieve skin tones. The teacher's confident demonstration and introduction to L.S.Lowry had a positive impact on pupils in Year 2. They grasped quickly the concept of his work and produced very good pictures. They looked at his paintings to appreciate the effect of shading, perspective and industrial art as a form. Pupils understood well the concept of matchstick figures and blended chalk to make dark skies representing the polluted environment.

112. By the end of Year 6, pupils have significantly increased their knowledge and understanding of different art forms. Teachers continue to use the work of artists to inspire the pupils. In Year 3, pupils study the work of Monet using paint wash and chalk to good effect as they represent his style. They continue to work with pencil shading in their sketch books making observational drawings of shells and trees. Building round a seaside theme, they consolidated earlier skills learned using colour wash and collage to produce a picture. The final attractive display demonstrated good cross-curricular links. Appropriate quotations from their writing about the seaside were shown alongside the pictures. Pupils in Year 4 have the opportunity to develop further their skills of portraiture by studying the portraits of Hans Holbein. They learn to achieve correctly proportioned features. They use pencil shading and water colour pencils to good effect. Pupils' experience of art is not confined to the western world. Year 4 pupils study the Aztecs in history and their art work focuses on the designs of these people which they reproduce in painting and in needlework. Appropriately linked to their topic of the Victorians, Year 5 make a study of the pre- Raphaelite painters and in particular the designs of William Morris. They use information technology to access his designs building up a collection of his work. They use their knowledge and understanding of the characteristics of his style to make their own designs considering carefully colours, shape and repetition. They are able to appraise previous work in their sketch books and look critically at what they have done and assess to what extent they have met the desired criteria. This in depth study of William Morris makes a positive contribution to pupils' cultural education. They appreciate Morris as a designer of significance. By Year 6, pupils create carefully observed and executed high quality drawings of still life objects using a variety of media to show light and shade. They study the paintings of Roy Lichtenstein. Using his pictures, they learn how to enlarge a drawing to scale. Photographs and some examples retained in school show that pupils make creative use of three-dimensional work using clay, paper maché and chicken wire. The school has a kiln and has links with a local potter who comes into school and works regularly with small groups of pupils.
113. The quality of teaching and learning is high. Lessons are well-planned and taught effectively. There is good organisation and an interesting range of stimulating activities including two and three-dimensional work. Teachers' expectations are high and pupils respond with enthusiasm and flair. Teachers' knowledge, understanding and interest in the subject are reflected in the quality of the work pupils produce. Art appreciation groups are an occasional feature of the curriculum and are supplemented by 'gallery walks' when pupils have the opportunity to evaluate and admire the work of other classes. Year 5 and 6 pupils observed in an appreciation group showed a good knowledge and understanding of a range of artists from the portraiture of Holbein to the surrealism of Dali. They identified similarities of style and technique in the work of Cezanne. Skilful teacher led discussion helped them to recognise the intention of the artist. Such groups, under good teacher leadership, promote pupils' confidence as speakers and enhance their cultural development.

114. The subject is well led. Art and design contribute greatly to the life of the school and the self-esteem of the pupils through the very good quality of the work displayed in both the communal areas of the school and individual classrooms. It also contributes well to pupils' cultural development through their good understanding of the role of famous artists in society. A review of the policy is ongoing as consideration is given to incorporating certain elements of the national scheme of work. The school recognises the need to develop consistent assessment procedures in line with those recommended in the national scheme. The resources for the subject are good and include some high quality painting materials and a remarkable collection of reproductions for art appreciation. These are supplemented by a good stock of art books in the library which reflects the works of the artists studied.
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DESIGN AND TECHNOLOGY

116. Standards of attainment for seven year olds are in line with national expectations, which is the same as the last inspection. Only one lesson was seen in the infants but pupils' work from the current and previous years provided additional evidence. Standards of attainment for eleven year olds are good and they exceed the national expectations in the quality of the design work and in evaluating products. This is an improvement since the last inspection when standards were judged to be satisfactory.
117. Pupils in the infants design, make and evaluate their work well. For example, Year 1 pupils make moving pictures from card and design Teddy Bears as part of their topic work on Toys. Pupils in Year 3 design and then make prototypes of photograph frames, they evaluate their work suggesting improvements before completing the finished product. Pupils throughout Key Stage 2 demonstrate good ability to evaluate both their own work and that of other manufacturers. They take models apart to learn how gears and axles work and then apply this to their own designs. Pupils in Year 6 can use a variety of tools safely. They can measure and cut wood accurately and translate their designs into products.
118. As only one lesson was observed in the infants it is not possible to make an overall judgement about the quality of teaching. However, in the one lesson observed teaching was very good. The lesson was well planned, well resourced and provided good challenge for all pupils. Teaching in the juniors is good and frequently very good. Teachers plan their lessons methodically identifying clear learning objectives which are conveyed clearly to pupils. Learning activities are effectively matched to pupils ability to promote these objectives. Such activities include opportunities to disassemble toys and to make prototypes. Teachers actively seek to promote other subjects through design and technology e.g. work on circuits in science and speaking listening skills. Because of this good and often very good teaching, pupils demonstrate very good and, on occasion excellent, attitudes to the subject. They listen attentively to instructions and Year 6 pupils concentrate for long periods on practical tasks showing great awareness of their own and other pupils' safety.

119. The school has an enthusiastic co-ordinator who has done much to improve the status of the subject in the school. A good scheme of work has been developed which incorporates some existing topics into new national guidelines. The quality of subject monitoring has improved since the last inspection. Teachers' plans and pupils' work are examined and written comments made. However the co-ordinator has still not been given the opportunity to work alongside colleagues in order to improve standards. Assessment is still at the developmental stage and has not improved since the last inspection.

GEOGRAPHY

120. Pupils' attainment by the ages of seven and eleven is in line with the expected standard. Although it was not possible to observe lessons for the younger pupils, analysis of pupils' written work from the current and previous years, discussions with teachers and an analysis of planning provided additional information. During the last three years the school's priorities have been to improve standards in literacy and numeracy and pupils have been given fewer opportunities to study geography. As a result their standards of attainment have not improved since the last inspection. There are no differences in the attainment of boys and girls.
121. By the age of seven pupils know how to use the points of the compass to find directions. They can link directions with co-ordinates to plot locations on simple maps that they produce. They can compare and contrast the immediate locality of the school with other local areas and with some from further afield. The recently introduced topic on Toucaro in Mexico is a good example. Pupils at the beginning of the Key Stage are introduced to this aspect by walking around the extensive school grounds and by visiting local shops and parks. Pupils learn about the United Kingdom by looking at atlases to find major cities.
122. By the age of eleven pupils extend their knowledge of maps to include work on major European countries and the continents. They can use six figure references to find locations on standard ordinance survey maps. They are able to gather information about the weather and then present this information in graphical forms. A strong feature of the work of older pupils is their ability to evaluate their own work, especially in Year 6, and their development of geographical enquiry skills. Pupils in Year 3 use photographic evidence to effectively develop their skills in comparing and contrasting their own locality with those in different parts of the United Kingdom. They know the major stages of the water cycle and make good links with their work in science.
123. Overall the quality of teaching and learning in geography is satisfactory. It was only possible to observe three lessons in Key Stage 2 and two out of these were good or better. In these good lessons pupils learn at a faster rate because teachers give clear explanations of what they expect pupils to do. Teachers also use questioning to effectively extend pupils knowledge and understanding. Where pupils are given opportunities to evaluate their own work either at the end of lessons or after the completion of a topic they make significant increases in learning. Well-planned activities, designed to help pupils achieve the aims of the lesson, also ensure that pupils learn quickly. The best activities are designed to help pupils increase their numeracy and literacy and ICT skills. Teaching and learning are less effective when the introductions to lessons are teacher dominated and go on for too long and when the pace of delivery is slow. In these lessons pupils have a less positive attitude to the work presented.

124. The geography curriculum is satisfactory. The minor weaknesses identified in the infants during the last inspection have been rectified and it now meets statutory requirements. The school has retained some of its existing topics and introduced new ones from the national guidelines. In order to help pupils learn about different locations the class mascots are taken on holiday with pupils who then provide photographs of the new locations along with some written comments. Geography in the juniors is taught as a discrete subject and the work in school is supplemented by a residential visits to Astley Burf, an outdoor education centre, and to France.
125. The subject co-ordinators look at teachers' plans on a termly basis and provide general written feedback. This is collated by the headteacher and presented to all staff in a report on all subjects. They also look at pupils' work on a regular basis. The co-ordinators have no opportunities to work along side colleagues in the classroom and hence cannot help them to improve their teaching. The systems for recording how well pupils achieve and what skills they have acquired are still developing. In one lesson this lack of knowledge of pupils' ability led to time being wasted. Because of these issues leadership and co-ordination is still only satisfactory.

HISTORY

126. Standards for all pupils, including those with special educational needs, are above those expected of pupils at the end of Years 2 and 6. All pupils make good progress through the school. This represents an improvement on the last inspection findings when standards were average and progress satisfactory.
127. By the end of Year 2, pupils are developing a good understanding of chronology and an awareness of the passage of time. They recognise the similarities and different characteristics of different times. For example, Year 1 look at the purposes and features of old and new toys. They investigate with interest early light sources. They show particular interest in life without electricity. Throughout the school there is an emphasis on time lines and this concept is begun in Year 1. Pupils in Year 2 can place forms of transport in chronological order. They make good use of their observational skills drawing modes of transport from the past. They are confident in using appropriate historical terminology such as old, new, in the past. Photographs and pupils' earlier work show that using a variety of sources, including videos and stories, pupils gain an understanding of life in the past. They can describe, in simple terms, changes that have taken place over the last hundred years and give reasons for these changes. Pupils learn about the past through the achievements of people such as Florence Nightingale, Grace Darling and Dr. Barnardo. They know about the changes which came about because of their actions. Photographs show that Year 1 pupils enjoyed their visit to Hartlebury Museum where they dressed as scullery maids and boot boys and were involved in household chores of the past. Their photographs show pupils attention and enjoyment in the experience.
128. By the end of Year 6, pupils have gained much more information about a range of historical periods. In their study of the Tudors, Year 4 pupils are beginning to combine information from a variety of sources in order to understand the past and offer an interpretation. The work is supported by a Tudor experience day at the Commandery in Worcester where they write letters with a quill pen, make beeswax candles and play traditional Tudor games. Pupils in Year 5 make a comprehensive study of the Victorians which is well-linked to a study in art of the significance of the pre-Raphaelite painters. They develop a growing understanding of features of past societies and can compare the lives of the rich and the poor in Victorian society. They have an amazing knowledge of the era and a very good understanding of why events happened and

what prompted inventions such as the steam engine. Higher attaining pupils can explain how the 'greed' of factory owners accelerated the development of machinery. Most pupils show that they understand the impact of the industrial revolution on the lives of individuals. Work done previously by Year 6 pupils shows good use of a time line to document the development of Halesowen from a Saxon settlement to a modern town. Pupils have the opportunity to bring together skills from other areas of the curriculum. They use their geographical knowledge to study the early topography of the area and their skills in art to make detailed pencil sketches of local buildings of historical interest. They added to their knowledge of the industrial revolution by looking at the history of nail and chain making in Halesowen. They can place what they have researched on a timescale and by Year 6 they have developed well their skills in analysing and interpreting evidence.

129. The quality of teaching is good overall. In the best teaching, the teachers' knowledge of and enthusiasm for the subject challenges pupils and makes demands on those of higher ability so that they extend their grasp of more complex ideas. Pupils are set work which is well-matched to their abilities and they respond enthusiastically, eager to share what they have discovered. Teachers challenge pupils to find answers to questions. Older pupils respond particularly well to this research approach. The writing activities which teachers set in many aspects of the work make a significant contribution towards the development of pupils' literacy skills. Teachers ensure that pupils have access to information technology and pupils are keen to use the computer as a resource.
130. The leadership of the subject is good. There are two well-informed and enthusiastic co-ordinators who ensure good liaison across the school. They monitor the planning and see samples of pupils' work. Assessment, as at the last inspection, remains underdeveloped. Throughout the school there are good displays of work and objects of historical interest which pupils can look at and handle to bring history alive. The work done in history also has a good impact on pupils' cultural development through the study of both their own and other cultures.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Pupils reach the expected standard expected for their age at seven and 11. These standards are attained because the quality of teaching and learning is good. Boys and girls make equal progress, pupils with special educational needs, and the small number from other ethnic groups are included effectively in all aspects of provision. These pupils also achieve well for their abilities and make good progress.
132. The oldest infants quickly master the skills needed to program robotic 'turtles', planning the routes the turtles will follow and predicting what will happen. They store information on databases, such as what pets they own and the colours of pupils eyes, publishing the information on graphs and charts. They create pictures using painting and drawing programs in the styles of well known artists. They write stories, using the computer to edit their work and changing the font, layout and colours to ensure their writing is presented in an interesting style. They also use the world wide web skillfully to find information, for example, mapping programs that show where they live. Throughout all these activities they respond well to the infectious enthusiasm of their teachers.
133. Teachers throughout the school make good use of the interactive whiteboard and projector to demonstrate techniques that are copied by pupils. This supports pupils' progress very effectively. The youngest juniors create magazine style articles about

their hobbies and interests, accessing pictures from a range of sources, such as clip art and the Internet. They copy these onto their pages and add text. As pupils progress through the juniors they learn to edit text by cutting and pasting to ensure it appears in the correct order. These skills are applied effectively to their writing for other subjects, such as English and history.

134. As they become older pupils increasingly make evaluative comments about the quality of computer generated effects. For example, they draw plans of their classroom and reproduce their plans using a computer drawing program. This involves the skills of selecting and positioning features of the plan accurately on the computer monitor, which they do well. They comment thoughtfully about the advantages of using the computer to create a plan of better quality.
135. The oldest pupils create their own web pages and share these pages with their classmates through 'Power Point' presentations. They create the pages by accessing a range of multi media resources, including, digital cameras, animations and sound tracks. They use their presentations very effectively for evaluating the quality of their work and for making suggestions about how it might be improved.
136. Information and communication technology is used effectively to enhance the quality of pupils learning in many subjects. Particularly in English, science, design and technology, geography and history. This tends to be when classes have access to the schools computer suite. Less use is made of the computers sited in other classrooms. Consequently computers are not used enough in some subjects, such as mathematics.
137. Provision for the subject benefits greatly from the strong and effective leadership of the co-ordinators. They provide in-service support for their colleagues. This does much to increase their confidence in teaching the subject. They also liaise closely with senior managers to ensure that effective use is made of the funds given to the school to develop the subject. The co-ordinators have prepared a detailed guide that helps their colleagues to ensure the requirements of the National Curriculum for the subject are met. Many teachers use computers effectively to plan their work and to store information.
138. In recent years one of the co-ordinators has provided a successful and well attended after school computer club. This has recently been opened up to parents, accompanied by their children, and is proving very popular and successful. The oldest pupils also manage a Christmas e-mail service for younger pupils efficiently. The younger pupils e-mail their requests to Santa Claus and each request receives a reply.
139. Standards in the subject are similar to those found at the time of the previous inspection of the school. However, improvement since that time is good because the quality of teaching is better and the school has kept pace with the many changes in the subject since that time.

MUSIC

140. Pupils' attainment by the age of eleven exceeds national expectations. This is the same as the findings of the last inspection. Standards of attainment by the age of seven are satisfactory but are not as high as they were at the last inspection. Because of the introduction of national strategies for literacy and numeracy the time available to teach music has been reduced and this, plus the loss of key members of staff has caused the reduction in standards. In addition the current arrangements for teaching

music in Year 2 do not promote high standards. The good attitudes displayed by pupils are a significant factor in the maintenance of standards in the juniors.

141. The youngest pupils sing with enthusiasm showing a good sense of rhythm as they clap along to the tune. Pupils in Year 1 are developing their ability to read simple graphic scores. They are able to read such scores playing a variety of percussion instruments most of which they can name. Older pupils sing tunefully with increasing confidence, leading to public performances in two part harmony. The range of modern idioms promoted by the music co-ordinators does much to promote their interest. A good example of this was the "Real Princess Rap". Pupils sing much better in smaller groups and when teachers successfully intervene to promote higher standards. Pupils throughout Key Stage 2 use and interpret graphic scores to a high standard. They are able to express opinions about contrasting pieces of music e.g. 'Mars' and 'Venus' from the 'Planets Suite'. Their ability to comment on music has improved since the last inspection. In Year 6 pupils use computer software to produce complicated scores with several parts. In Year 5, they are able to play pitched percussion instruments picking out the tunes from songs which they are currently learning e.g. 'Daisy, Daisy' from a topic on Victorians. Pupils are also able to support their learning in literacy through the production of advertising jingles.
142. The overall quality of music teaching is good. In two thirds of the lessons it is good or better. There is no unsatisfactory teaching. In the best lessons teachers have a clear idea of what they want pupils to learn and they also have the ability to demonstrate or perform musical ideas themselves. This approach encourages active participation from all pupils. Teachers also successfully encourage pupils to talk about and evaluate their work through the provision of work in pairs and small groups. Pupils' ability to listen carefully to the teacher and to each other ensures that they make progress in acquiring musical skills. The rate of progress in acquiring skills slows down when teachers try to cover too many activities in a short lesson, preventing pupils from rehearsing and refining their work. In some lessons the teachers' musical knowledge is not good enough to promote high standards. Some very large groupings of pupils are similarly inappropriate for promoting high standards e.g. junior singing practice.
143. The curriculum meets statutory requirements. Pupils make good use of information technology to produce graphic scores and to find information about musical instruments. The school provides a wide range of instrumental tuition. The co-ordinators are currently looking at ways to expand this provision further. Pupils with particular musical talents are successfully incorporated into lessons and musical productions. The school has a tradition of quality musical and dramatic productions which provide pupils with opportunities for performing before the general public. e.g. "Hackback". The school is increasing its participation in local schools' music festivals. Assessment procedures are still at the development stage and do not as yet take note of the national descriptors of expected attainment. The co-ordinators are currently adapting a new scheme of work to meet the needs of the school and plan to implement assessment procedures when it is fully operational. Overall, assessment is still unsatisfactory and has not improved since the last inspection.
144. The school has two new music co-ordinators. They have a very clear view about what is needed to improve the subject and have outlined these in a written report for the new headteacher. They are both well qualified and although relatively inexperienced they are now beginning to make an impact upon standards. They have concentrated on an audit of resources, purchasing new instruments. They have rightly identified the need to extend the range of multi-cultural instruments which is unsatisfactory. They look at the plans prepared by other teachers and offer general comments about them.

These are collated by the headteacher and presented to staff in a document covering all subjects. They have begun to look at pupils' work but have received no formal training in this aspect of monitoring. The co-ordinators are still unable to work alongside colleagues in their classrooms in order to promote higher standards.

PHYSICAL EDUCATION

145. Current standards at the end of Year 6 and Year 2 are already above those expected for pupils of a similar age. This is a major improvement from the time of the last inspection, when standards were judged to be in line with expectations. This has been brought about by the better quality of teaching, which is now significantly better than at the time of the last inspection. Teaching is never less than good, and is very good in the infants. In all the lessons seen, pupils were enthusiastic and worked willingly at the challenges their teachers presented. The overwhelming majority of lessons were characterised by the good and often very good pace of learning for all groups of pupils.
146. Standards of work seen in the two infant lessons are already high. All pupils concentrate very well, work hard and respond with enthusiasm. Teachers are very good at judging when to increase the level of challenge of an activity, which further increases pupils' confidence in their abilities. They are able to exercise safely when moving about the hall and demonstrate with pride what they have learned. Teachers show a very secure knowledge of the subject in the ways they give clear instructions so that all pupils know what is expected of them. Lessons are well-planned and organised to make best use of the time available and give appropriate opportunities for pupils to practice and develop their skills. This was evident in a Year 3 games lesson in developing catching and throwing skills. In another Year 3 dance lesson, the steady encouragement and direction of the teacher enabled all groups of pupils to vary, practice and refine their performance effectively in the time available. Teachers are also skilful at making appropriate interventions so that pupils are encouraged to experiment for themselves and develop confidence. Very good use is made of worksheets to show the range of movements and balances that are the object of the lesson. These help the less able to practice movements they feel secure with, and give average and higher attaining pupils a challenge for improvement. This leads to the full involvement of all groups of pupils and the teachers are careful to ensure that all have chance to demonstrate their learning and achievement. The use of pupils themselves as demonstrators is a notable feature of lessons in all year groups, and helps to maintain pupils' interest and involvement in the activities. This was seen to best effect in a Year 5 gymnastics lesson when pairs of pupils acted in turns as demonstrator or judge. All pupils were able to discuss sensibly their own work and that of others, and make positive suggestions for improvement. This good and often very good teaching, and the pupils' positive response, results in all groups of pupils making at least good progress.
147. The subject is led well by the co-ordinator who has worked hard to raise the status of the subject across the school. Teaching and learning is well supported by a scheme of work that helps teachers to plan the systematic development of skills across all the strands of the National Curriculum. Swimming is taught to Years 2 and 5, and the school has achieved such success that a partnership with a local swimming club is being planned. The school has enjoyed similar successes in competitive games and athletics within its local area. There is a range of extra curricular sporting clubs and activities, such as orienteering and outdoor activities that enhance the provision of physical education for many pupils. Although the size of the hall is a little restrictive

sometimes for the numbers of pupils involved in gymnastics, good use is being made of resources to help raise standards across the school.

RELIGIOUS EDUCATION

148. Standards at age seven and eleven are above the expectations of the locally agreed syllabus. By the time they leave school, pupils have a good factual knowledge of Christianity and other world religions. This is a similar picture to the last inspection.
149. Pupils in Years 1 and 2 learn about God as being caring, loving and wise. They learn the Christian version of creation and discover when they make their New Year Resolutions that January is called after Janus, the Roman god of beginnings. By the age of seven pupils have a wide knowledge of special days such as Poppy Day, St Patrick's Day, the Chinese New Year and Easter. During a visit to a local church, pupils see the principle internal features. Pupils in Year 1 develop a good awareness of other faiths as they examine closely divas and Divali cards in preparation to learning the origins and customs surrounding the Hindu festival of light. They understand that there are good and bad characters in the story of Rama and Sita. In Year 2 pupils join their teacher in a lively discussion about celebration. They understand what an anniversary is and know how important it is to remember and celebrate special days, particularly family days such as birthdays and Christmas.
150. By the age of eleven pupils have increased their awareness and interest in world religions. They gain positive attitudes and empathy towards others whose lifestyle and religious beliefs may be different from their own. Pupils compare the interior of a church, a mosque and a gurdwara examining the differences and appreciating the rituals associated with entering different places of worship. Pupils gain a good understanding of religious values when they learn that special books such as the Bible, Torah and Qu'ran are significant to followers of different faiths and should be respected by people who do not follow those faiths. Pupils continue to develop their knowledge of Christianity as they read about the life of Moses, the Ten Commandments and New Testament stories such as The Feeding of The Five Thousand. As pupils progress through the juniors they revisit the story of creation but widen their understanding of religious beliefs as they study the American Indian version of the story. They appreciate that there are various places of worship, including Sikh, Hindu and Buddhist temples as well as mosques and synagogues. By the time they leave Year 6 pupils have extended their knowledge of faiths to include the charities that express care for other such as the Red Cross and Help The Aged. By studying significant characters such as Dr Barnado, Florence Nightingale and Mary Seacole pupils start to appreciate the philanthropic attitudes encouraged during Victorian times and the importance in modern days of caring for others. Religious education makes a significant contribution to pupils' good personal development because pupils gain a deeper understanding of the value of qualities such as care and respect for other people.
151. The quality of teaching is good. In the lessons seen all the teaching was at least satisfactory and it was good or better in seven out of ten of lessons. Teachers have good subject knowledge. Their planning is linked with the locally agreed syllabus and lessons are planned to link with topic work in other subjects. This is very effective and consolidates pupils' knowledge well. For example when pupils in Year 5 start to consider the impact made by Florence Nightingale, they already have a good knowledge of her life story through their history lessons. In Year 2 the teacher made very good use of resources creating an atmosphere of suspense as the children hid their faces and waited curiously to see the special items their teacher had prepared for

them. An Easter bonnet, a birthday cake, a poppy and a diva were all used well to reinforce the idea of celebration and commemoration. Similarly in Year 6, the teacher made good use of artefacts such as a Torah scroll, Seder plate and Hanukkah lamp to consolidate pupils' understanding of the significance of those items in Jewish tradition. This good use of resources has a positive impact on pupils' interest and concentration, keeping them focused on their learning and fostering their good achievement. In Year 3 pupils listened very carefully at the story of the 'Good Samaritan' and responded with enthusiasm to the opportunity to role-play the story. This very good teaching strategy impacted successfully on pupils' progress because the teacher then updated the story to modern times resulting in the pupils' improved ability to empathise with the different characters and gain a good understanding that race and colour do not matter, we are all neighbours.

152. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development through extending pupils' knowledge and understanding of other cultures and beliefs. Pupils' speaking and listening skills are further developed through discussion and the emphasis their teachers make on listening to each other and working collaboratively. Peer support is used well to ensure all pupils are included in activities such as negotiation and collaboration. The policy of requiring minimal written work in religious education means that all pupils including those who have special educational needs are able to participate confidently. The co-ordination of the subject is satisfactory. The high standards of attainment mentioned in the last report have been maintained. The co-ordinator has started to monitor the subject but the assessment procedures that were planned as future development at the time of the last inspection are still underdeveloped. The policy has been successfully updated and the co-ordinator is steadily building up a stock of high quality resources to support teaching and learning in religious education.