

INSPECTION REPORT

LONG KNOWLE PRIMARY SCHOOL

Wednesfield, Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104320

Headteacher: Miss I Taylor

Reporting inspector: Mr Rod Sharman
1696

Dates of inspection: 4th – 7th December 2000

Inspection number: 197620

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Blackwood Avenue Wednesfield Wolverhampton
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs June Bowen
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Rod Sharman 1696	Registered inspector	Mathematics Art and design Information and communication technology Geography Special educational needs English as an additional language Equal opportunities	The characteristics and effectiveness of the school. The school's results and pupils' achievements Teaching and learning Leadership and management
Mr Malcolm Weaver 9352	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mrs Enid Korn 14732	Team inspector	Science Aspects of education for children in the Foundation Stage Music Physical education	Staffing
Mr Eric Steed 2911	Team inspector	English History Religious education Design and technology	Quality and range of opportunities for learning

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Long Knowle Primary School is a larger than average primary school with 258 full-time pupils. There are slightly more boys than girls. Almost one pupil in ten comes from ethnic minority origins but very few of these pupils with English as an additional language are at an early stage of learning to speak English. When children start in the nursery their attainment on entry is broadly typical of that found nationally. Thirty-one pupils have special educational needs, a proportion which is below average. About one pupil in ten is eligible for free school meals, which is below average. There is little mobility in the school population. The school was built in 1956 to serve a newly built municipal housing estate. In recent years it has attracted pupils from a wider area.

HOW GOOD THE SCHOOL IS

Long Knowle Primary School is a good school as it has a very good ethos that encourages the pupils, who are enthusiastic, keen to learn and speak well of their school. Standards in English and mathematics are improving. The standards attained by the eleven-year olds in English are above average and well above average when compared with similar schools. Standards in science are above average. The standards they attain in mathematics are below average, but are improving. The proportion of pupils that reach standards higher than those expected for eleven-year-olds is above average in English and science. Few seven-year-olds reach standards higher than those expected for pupils of this age. The teaching of English and mathematics is good. Overall, the teaching is predominantly good. Good provision is made for pupils with special educational needs. The headteacher provides good leadership and works closely with the effective governing body. This has enabled the school to make satisfactory improvement since the last inspection. The school is managed well and gives satisfactory value for money.

What the school does well

- The standards attained by the eleven-year-olds in English and science are above average.
- The headteacher provides good leadership and together with the effective governing body has set a clear educational direction for the school's future. The school is well managed.
- Over half the teaching is good or better; the teaching of English and mathematics is good and this has led to the improving standards.
- The school has a very positive ethos which encourages the pupils who are keen to learn and do well.
- The provision for pupils' spiritual, moral, social and cultural development is good and contributes to their good personal development.

What could be improved

- The standards attained by the eleven-year-olds in mathematics are below average.
- The proportion of seven-year-olds that reach standards higher than those expected for pupils of this age is below average in reading, writing and mathematics.
- Standards in design and technology are below average across the school.
- The standards attained by the eleven-year-olds in information and communication technology (ICT) are below average, but improving due to the recent establishment of a computer suite.
- Arrangements for assessment are inconsistent. They do not take account of the targets that have been set for pupils to aim for and this leads to younger pupils in particular, not moving on to reach higher standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. Overall, its strengths have been maintained. Improvement since the last inspection has been satisfactory. Standards in English have improved considerably in Key Stage 2; standards in mathematics have dropped over recent years but are now improving. Standards in ICT are improving as a result of the recent establishment of a computer suite. However, the older pupils have not yet had enough time in the suite to catch up lost ground and standards attained by the eleven-year olds remain below average. The attainment of more-able pupils has improved in Key Stage 2. In Key Stage 1, standards in reading, writing and mathematics are average rather than above average as they were last reported. Few seven-year-olds reach higher standards in these areas. Standards in design and technology across the school remain unsatisfactory overall. Pupils with special educational needs make good progress due to the much improved provision. The planning of the curriculum has improved and is reflected in the teaching which has improved and is predominantly good. In only two lessons seen teaching was unsatisfactory; these were at the start of Key Stage 2. The school development plan is comprehensive and sets a clear educational direction for the school's work. The governors have a good awareness of the school's strengths and weaknesses. Co-ordinators have received training and have budgets to manage. Due to the considerable recent changes in personnel few of these co-ordinators remain. However, effective procedures are in place for the new co-ordinators to manage their subjects, including monitoring.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The reasonable targets the school set for the pupils to reach in 2000 in English and mathematics were met. The standards attained by the eleven-year-olds are above average in English and science. In English, standards are well above average when compared with similar schools. In these subjects the proportion of eleven year-olds that reach standards above those expected for pupils of this age is above average. The work seen during the inspection shows that standards in mathematics are rising due to good teaching. The standards attained by the seven-year-olds in the national tests were average in reading, writing and mathematics. In science, the teacher assessments showed standards to be very high. Few seven-year-olds reach standards higher than those expected for pupils of their age in reading, writing and mathematics. The five-year-olds are very well placed to reach the targets that have been set nationally at the end of the reception year in personal, social and emotional development, language, communication and literacy, in their knowledge and understanding of the world and in their physical and creative development. The pupils with English as an additional language attain standards similar to those attained by the majority

of pupils. Those pupils with special educational needs make good progress towards the individual targets that have been set for them. Overall, the progress of the eleven-year-olds is good and that in Key Stage 1 and the Foundation Stage is satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and do well.
Behaviour, in and out of classrooms	Good. A very small minority of boys at the start of Key Stage 2 have challenging behaviour which on occasion interrupts teaching. There have been no exclusions for many years.
Personal development and relationships	Good. Personal development and relationships are promoted well.
Attendance	Very good, reflecting pupils' very good attitudes to school. Lessons start promptly.

Pupils speak well of their school and their teachers. They are encouraged to do well and take a pride in their achievements and those of others. Pupils from a range of cultural origins work and play well together.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 6 years	aged 6-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good

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

Teaching is predominantly good and pupils generally learn well. In just over half the lessons seen, teaching was good or better. Seventeen per cent of lessons were very good. The teaching of English and mathematics is good. Much of the very good teaching was in Key Stage 2, where teaching at the end of the key stage was particularly strong. This accounts for the above average standards in English and science and the rising standards in mathematics. At the start of the key stage, teaching was unsatisfactory on two occasions which amounted to four per cent of all lessons seen across the school and this slows pupils' progress. In Key Stage 1, teaching is never less than satisfactory and at times is good and very good. The teaching in the nursery is consistently good. In reception it is satisfactory overall, with some good teaching. The teaching has improved since the last inspection and pupils feel that they are 'getting on'. Teachers work hard and are committed to ensuring that their pupils do well. Pupils respond well to this teaching and their learning is good. The good teaching of literacy and numeracy reflects the successful implementation of the National Literacy and Numeracy Strategies and has led to rising standards. Teaching in ICT is satisfactory rather than good as teachers' expertise is still being developed. Never the less, standards are improving. The good support provided for pupils with special educational needs by teachers and support staff enables them to make good progress. Appropriate support is provided for the few pupils learning English as an additional language and these pupils make satisfactory progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall but not enough attention is given to design and technology. In the Foundation Stage, the needs of the reception-aged children are not always taken account of enough in planning the provision.
Provision for pupils with special educational needs	Good. There is effective teamwork between the teachers and the support staff.
Provision for pupils with English as an additional language	Satisfactory support is given on an individual basis and these pupils attain similar standards to the rest of their class mates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very good provision is made for pupils' social development, especially the opportunities for residential visits. There is good provision for moral development. The assemblies are very good.
How well the school cares for its pupils	The school provides good care for its pupils.

The school has a very good partnership with parents, who are supportive of their children's learning. Due attention is given to sex education and the dangers of the misuse of drugs. Staff know their pupils well. However, arrangements for the assessment of pupils' attainment are inconsistent. The results of the National Curriculum tests are carefully examined and targets are set for pupils to aim for. Assessment does not take account of these to check to see if pupils are on track to meet them. This is one reason why not enough seven-year-olds reach higher standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is good and she is well supported by the senior management team. The teamwork by the teachers and support staff is good.
How well the governors fulfil their responsibilities	The governors are effective. They work closely with the headteacher to set a clear direction to the school's work. Finances are prudently managed.
The school's evaluation of its performance	Satisfactory. The headteacher and key staff have a good understanding of the school's strengths and weaknesses. Recent changes in personnel have led to some subjects being without a co-ordinator and other staff having new responsibilities.
The strategic use of resources	Good. There are sufficient staff to meet the requirements of the school's curriculum. Good provision is made for support staff who are deployed to the benefit of the pupils' learning. The accommodation is good with a new nursery class and a recently established computer suite. There are sufficient learning resources.

The role of the subject co-ordinator has been developed satisfactorily and is particularly effective in English, mathematics and ICT. This improvement is leading to rising standards of attainment in these subjects. Due attention is paid to the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children enjoy school and are expected to work hard• The quality of teaching• The attention given to pupils' personal development• The care given to their children	<ul style="list-style-type: none">• Information such as the forward notification of meetings• Behaviour on the playground at lunchtime• Potential danger caused by cars parked on the playground• Homework• The range of activities outside lessons

Parents are very supportive of the school. The inspection findings confirm parents' positive comments. Overall, the information provided for parents is satisfactory. The behaviour seen at lunchtime was good with older pupils taking good care of the younger ones. Cars parked on the playground are not moved during school hours. Usually homework is set and completed regularly and this contributes to the progress pupils make. The range of extracurricular activities is satisfactory. A feature of the school is the very good provision made for residential visits.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The standards attained by the eleven-year-olds in the national tests in 2000 were above the national average in English and science and below average in mathematics. Standards have been average or above in English during the past three years. In mathematics, standards have generally been below average during this period. Following a dip in 1998, standards in science have been rising. In comparison with standards in similar schools, the standards in 2000 were well above average in English, above average in science and below average in mathematics. The proportion of eleven-year-olds who reach standards higher than those expected for pupils of their age was above average in English and science but well below average in mathematics. In comparison with similar schools, the proportion was well above average in English, above average in science and well below average in mathematics. The attainment of boys has been better than that of the girls during the past three years. Inspection evidence is that this trend has been reversed in the current Year 6, where there are many more potential higher-attaining girls than boys. The reasonable targets set by the school in terms of the national tests results were exactly met in 2000.
2. The national tests results in 2000 showed that the seven-year-olds attained average standards in reading, writing and mathematics. Standards were average in each of these when compared with similar schools. These results mask the fact that the school did well in enabling pupils to reach the standard set for all seven-year-olds to reach but did not do as well in helping pupils to reach standards higher than this basic standard. For example, the proportion of pupils who attained standards higher than those expected for seven-year-olds was well below the national average in reading, and below average in writing and mathematics. The standards compared with similar schools showed the same picture. This is partly due to the lack of arrangements to link assessment made by teachers to the targets that have been set for pupils to aim for. In science, the teacher assessments in 2000 showed standards to be very high but only an average proportion moved on to reach standards higher than those expected for pupils of this age. The attainments of boys and girls are broadly similar at the end of Key Stage 1, with boys doing slightly better in reading.
3. These results show a good improvement at the end of Key Stage 2 in English, reflecting the strong teaching at the end of the key stage and the overall good teaching in the key stage, together with the successful introduction of the National Literacy Strategy. Standards in science have been maintained at above average levels. Standards in mathematics have fallen and are not high enough. Inspection findings agree with the results of the national tests in English, mathematics and science, but show that standards in mathematics are improving. This is due to the good teaching and the successful implementation of the National Numeracy Strategy. Extra support is effectively given through 'booster classes'. The standards of potential higher attainers have risen in Key Stage 2 through the introduction of the setting of targets for them to aim for based on detailed analysis of the results of the national tests. Across the school, the assessment of pupils' attainment is not linked enough to these targets and so the most is not made of them.
4. The standards attained by the seven and eleven-year-olds in speaking and listening are above average. Teachers place considerable emphasis in asking pupils to explain their thinking and how they arrived at the answers they give. Care is taken to ensure that pupils listen to each

other's ideas as well as those of the adults. By the end of Key Stage 2, pupils are confident and speak well in public; for example in acts of worship where pupils read prayers confidently, as well as making their contributions clearly so all can hear them. Pupils across the school read competently. They enjoy reading books and the teaching is systematic with satisfactory attention given to the use of phonics. The good home-school reading arrangements make a significant contribution to the standards of reading.

5. Standards in writing across the school are broadly average. Not enough pupils reach high enough standards in their writing. The quality of handwriting and presentation are satisfactory overall. A number of eleven-year-olds write fluently and present their work very neatly. A significant number of pupils throughout the school have not developed an appropriate grip on their pens and pencils and this hinders them from writing fluently and neatly.
6. Most pupils attain satisfactory standards in numeracy. By the end of Key Stage 1, the great majority of pupils are able to add and subtract numbers to twenty and know what value the digits represent in numbers to 100. The eleven-year-olds add and subtract numbers to 100, multiply and divide by 10 and 100 reasonably quickly and accurately in their heads. They calculate accurately with fractions and to a lesser extent with percentages. A weakness across the school is pupils' confidence in using these skills to solve problems.
7. Children's attainment on entry to the nursery is broadly typical of that found nationally. They are developing good skills in speaking and listening. Most are well placed to reach the early learning goals set for all children at the end of reception year in their personal, social and emotional development, communication, language and literacy, mathematical development, in their knowledge and understanding of the world and in their physical and creative development. Children make good progress in the nursery in personal, social and emotional development, communication, due to the good teaching and the emphasis placed on these aspects of their development. Progress in reception is only satisfactory due to not enough provision being made specifically for reception-aged children in the activities provided for children to choose from. Overall, despite the predominantly good teaching, children's achievement is satisfactory. Children are making a sound start in learning to read words by sight and by using the sounds letters make (phonics).
8. The standards attained by the seven and eleven-year-olds in art and design, geography, history, and physical education are average. In religious education, the seven and eleven-year-olds attain the standards that are expected by the Wolverhampton Agreed Syllabus. Standards in these subjects remain as they were reported at the last inspection. There was insufficient evidence to make a secure judgement on standards in music.
9. In information and communication technology (ICT) the seven-year-olds attain average standards. This is an improvement since the last inspection and reflects the impetus given to the subject by the recent establishment of a computer suite. The standards attained by the eleven-year-olds are improving; for example in word processing and data handling. However, pupils have not yet made up lost ground; for example in modelling and using the computer to monitor experiments in science, and standards are still below average.
10. Standards in design and technology remain below average as they were at the last inspection. Following the inspection attention was given to developing the subject. As greater emphasis has been placed on the introduction of the literacy and numeracy strategies, design and technology has alone taken somewhat of a back seat and standards have not improved.

11. In Key Stage 2, pupils achieve well despite the few instances of unsatisfactory teaching at the start of the key stage. This is an improvement since the last inspection. In Key Stage 1, pupils' achievement is satisfactory. Achievement in the Foundation Stage is satisfactory overall, but good in the nursery. A weakness is that needs of the reception-aged children are not always taken account of in planning the provision being made. There is underachievement in design and technology, as the subject is not given enough priority in the curriculum. Pupils are responding well to the better provision being made in ICT through the recently established computer suite. Overall, pupils with special educational needs make good progress as they receive good support. Pupils learning to speak English as an additional language make satisfactory progress. The pupils from ethnic minority origins achieve marginally better than the majority of pupils.

Pupils' attitudes, values and personal development

12. The positive attitudes and behaviour of pupils, noted in the previous inspection, have been maintained and remain a strength of the school. They are keen to learn and do well and speak well of their school. Pupils of all ages have very positive attitudes to their learning, and this together with their good personal development contributes considerably to the standards they achieve. They participate well in lessons making relevant comments and asking questions that show interest and often thoughtful understanding. The majority listens attentively in lessons, settle to work quickly and concentrate on the tasks they are set. Pupils are interested and enquiring; for example, in a history lesson in Year 4 when considering how a Roman soldier would have felt living and working on Hadrian's Wall, pupils imagined effectively what a soldier would write to his mother in Rome. There were good examples of pupils wanting to share what they had done. Pupils take pleasure in their achievements and talk with enthusiasm about their work. In assemblies, they listen intently to the headteacher and to other pupils when they lead the assembly. Parents at the pre-inspection meeting were very happy with the attitudes and values that the school promotes.
13. The pupils' behaviour in lessons, at lunchtime and throughout the school is good. Some parents at the meeting held prior to the inspection had expressed concern about the behaviour at lunchtime. Pupils' behaviour in the school also ensures that the school is an orderly place. Pupils understand and observe the code of conduct expected and absorb the values transmitted by staff. Unsatisfactory behaviour by a small minority of boys was noted in a lesson on only one occasion. The teaching in this lesson was unsatisfactory as the pupils' behaviour was not managed effectively and this slowed the pace of the lesson. No issues of bullying were observed, but pupils related that when bullying took place it was generally minor name-calling and was quickly and sensitively dealt with by staff. Pupils feel able to approach a member of staff with concerns, knowing that they will receive a sensitive hearing. Parents are confident that should bullying occur it would be dealt with effectively and promptly. The school seeks to promote learning as an exciting activity. This is the major way in which the school achieves good behaviour in pupils. As a result, there have been no exclusions from the school for many years.
14. Relationships are good. Teachers and pupils relate well to one another and the friendly, relaxed atmosphere is built on a foundation of mutual respect. Pupils show very good respect for others' feelings, values and beliefs. They readily applaud each other's achievements and provide appropriate support for one another when working in pairs in lessons. Pupils from minority ethnic origins are well integrated into the family atmosphere of the school. Relationships between staff and pupils and pupils themselves are good. Pupils value the school caretaker and several have written Christmas cards with warm messages of thanks for his keeping the school a pleasant place in which to work.

15. The school is good at encouraging pupils to develop a sense of responsibility and many pupils are given the opportunity to carry out a range of tasks and to assist others. They do this well and willingly, taking turns to do the various tasks asked of them. Older pupils take turns to operate the overhead projector and music centre in the hall, whilst many younger pupils take class registers between the secretary and class teachers. Younger pupils work well together in groups, and in the reception class it was evident that children listen whilst others give their answers and comments to the teacher. Although some older pupils have initiated support for some charities, there are insufficient opportunities for older pupils to develop their initiative.
16. Attendance is well above the national average. Punctuality is good and parents at the pre-inspection meeting stated that their children enjoy being in school. Their punctual arrival and readiness to start the school day is a major contributory factor in their good behaviour. Pupils arrive at their classes punctually and in an orderly and calm manner and this prepares them well for their lessons.

HOW WELL ARE PUPILS TAUGHT?

17. Overall, the teaching is predominantly good and has improved. It is much more consistent and there is much less unsatisfactory teaching than that reported at the last inspection. Teaching was good or better in just over half the lessons seen during the present inspection. Seventeen per cent of lessons were very good. These were mainly in Key Stage 2, but teaching in Key Stage 1 is also very good on occasion. Teachers are hard working, conscientious and want their pupils to do well. A small amount of unsatisfactory teaching, amounting to two lessons, was seen at the start of Key Stage 2. Overall, the teaching in this key stage is good, particularly at the end of the key stage where there is consistent strong teaching that is reflected in the standards being attained in English and science and the improving standards in mathematics. Teaching in Key Stage 1 is satisfactory. In the Foundation Stage, teaching in the nursery is good and is satisfactory overall in reception. Parents are supportive of the quality of teaching in the school.
18. Teaching is usually enthusiastic, and at times imaginative, with teachers wanting their pupils to do well. In the very good teaching these high expectations are made very clear. In these lessons teachers encourage pupils by using phrases such as 'this is tricky but you can do it' and 'this is really work for older pupils!' This happened in a lesson in Year 4 where pupils were interpreting data from a graph. Their response was clear; they were determined to answer the challenge. In a mathematics lesson in a Year 1 and 2 class, pupils were encouraged to improve their skills in counting through the antics of Bob, a toy, who demonstrated how to count accurately. Praise and encouragement are used effectively as well as the identification of areas that need improvement. Pupils respond eagerly to these challenges and encouragement, concentrate and work hard. Above all, they are keen to succeed and feel that they are 'getting on well'.
19. The very small percentage of unsatisfactory teaching occurs at the start of Key Stage 2. In these lessons, the pace is too slow. Pupils lose their concentration and learning slows. Sometimes this is due to a lack of a secure understanding in design and technology leading to work that is not challenging enough. On occasion, the management of the behaviour of a small group of boys is not effective and this slows the learning of the class as a whole.
20. The teaching of English and mathematics is good and standards are rising. This reflects the successful implementation of the National Literacy and Numeracy Strategies. Lessons are well organised and most proceed at a good pace. Teachers use a range of appropriate methods for

the work in hand. There is good collaboration with the support staff to the benefit of the pupils. In literacy, the teaching of phonics is given a priority in the teaching of reading, less so in writing. In numeracy, good attention is placed on pupils working in their heads and in quickly recalling number facts they have learnt, and standards of mental calculation are rising. The teaching of science is good overall in Key Stage 2, particularly towards the end of the key stage. This accounts for the significant rise in standards since the last inspection. The teaching in physical education is predominantly good as teachers have a secure command of the subject and use the school's scheme of work effectively. The effect of such teaching is seen, for example, in the high standards pupils achieve in playing rounders.

21. Overall, the teaching in the Foundation Stage is predominantly good. Teaching in the nursery is consistently good and is satisfactory overall in reception. Emphasis is given to developing children's skills in speaking and listening and to their personal, social and emotional development. The teaching is well led by the nursery teacher who ensures that the support staff and teachers work effectively together to the benefit of the pupils. Overall, the provision made is good but the needs of the pupils of reception age are not consistently catered for.
22. An improvement since the last inspection is that lessons across the school start well. The purpose for the lesson is made clear at the start, often written on the board or flip chart. These are used effectively to ensure that pupils know what they are to learn and what is expected of them. At the end of most lessons, teachers recap effectively on what has taken place in the lesson. In the best teaching, opportunities are provided for pupils to identify areas they have found difficult; for example in a mathematics lesson in Year 6 where pupils were learning to calculate the areas of rectangles. The responses from the pupils were used effectively to underline the main point of the lesson and to highlight areas that would need more attention in the next lesson. Such effective practice helps pupils to make good gains in their learning.
23. Teachers know their pupils well and use this information satisfactorily to plan work that builds on what pupils have done before. Work is generally matched to pupils' learning needs and this often helps them to make good progress. Potential higher attainers are usually given more challenging work in English and mathematics; less so in the other subjects. A weakness is that not enough use is made of the targets that have been set for pupils to aim for when lessons are planned. This tends to limit the attainment of more able pupils, especially at the end of Key Stage 1. Due account is taken of the individual education plans of pupils with special educational needs who make good progress. This is a considerable improvement. Effective collaboration between teachers and a nursery nurse who supports pupils in Key Stage 1 still learning to speak English enables these pupils to make satisfactory progress.
24. Questions are generally used effectively to consolidate what pupils have learnt, as well as probing to check that they have understood. Such good practice enables pupils to make good gains in their learning. For example, in a very good lesson in a Year 1 and 2 class where pupils were learning about poetry, the teacher's very good questioning enabled pupils to work out the theme of the poem being read, and to identify words that had been omitted deliberately by the teacher. In a very good mathematics lesson in Year 5, the effective use of questions enabled pupils to work out new information rather than just quickly recalling information they already knew. On one occasion, effective questioning showed the teacher that pupils had been misled by part of the teaching and this was quickly and usefully rectified. In a very good science lesson in Year 6, good discussion at the end of a lesson enabled pupils to learn lifelong lessons about the dangers of the misuse of drugs.

25. Teachers have a good command of the teaching of English and mathematics and use the national strategies effectively. Their confidence in ICT is less secure. Teachers are still learning to use the recently established computer suite and here the teaching is usually satisfactory rather than good. In one lesson in Year 1 and 2, where the teacher was confident, the suite was used effectively and pupils showed good skills in using the technology to help them design Christmas cards. Generally teachers are less confident in teaching design and technology. In the other subjects in the curriculum teachers generally have a secure command of the subjects they teach.
26. Teachers regularly mark pupils' work. Praise and encouragement are given, but little written advice is provided to help pupils improve their work. Targets are not clearly set for pupils to aim for. Satisfactory arrangements are in place for homework, which is set regularly for the learning of spelling and number tables. Parents are supportive of this. Usually homework is set and completed regularly and this contributes to the progress pupils make. A strength is the regular attention given to pupils reading at home. This contributes to the confidence and enjoyment pupils show in their reading.

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

27. The school provides a satisfactory curriculum that meets the requirements of the National Curriculum and the Wolverhampton Agreed Syllabus for religious education. It is a broad but not sufficiently balanced curriculum. Considerable time is devoted to English and mathematics; whilst this has led to rising standards it has put pressure in the past on the time available on other subjects such as religious education and history. This has been partly rectified but not enough attention is now given to design and technology. This has partially led to standards in this subject remaining below average. The timetable does not make the best use of the time available; for example insufficient time is allowed in the computer suite for pupils in Key Stage 1.
28. A sound start has been made to the introduction of the new National Curriculum. Improvements being made to ICT ensure that pupils have full access to this subject. The National Literacy and Numeracy Strategies have been implemented successfully and this has led to rising standards. More attention has been given to investigative work in science, which is an improvement that has led to higher standards. Good attention is paid to developing pupils' health and personal education. Sound plans are in hand to augment this to meet the new requirements to promote citizenship. The governors have approved a sex education programme and there is a useful drugs awareness programme.
29. Careful attention is taken to ensure that all pupils have access to the curriculum and that any potential obstacles to learning are identified and removed. Systems to ensure equality of access and opportunities to the curriculum are satisfactory. All members of the school staff act as good role models in promoting equality of opportunity by ensuring that both boys and girls carry out all types of tasks. However, additional attention is needed to ensure that potentially higher-attaining pupils in Year 2 are given every opportunity to achieve higher standards. Care is taken to ensure that pupils learning English as an additional language have equal access to the curriculum.
30. Since the last inspection, policies have been written for all subjects and these undergo regular review. This is an improvement. The policy for English is reviewed annually; this is good practice and allows the staff to make necessary changes to improve their planning. Good use is made of the frameworks provided by the National Literacy and Numeracy Strategies. National guidance for planning in the other subjects of the National Curriculum has been used effectively. This provides a secure basis for ensuring that pupils' knowledge, understanding and skills are

developed systematically. The most successful parts of the school's own practices have been built into these guidelines; for example the very good educational visits and fieldwork in geography and history, which contribute to the standards attained. Planning is monitored, but not systematically.

31. The curriculum for children in the Foundation Stage is satisfactory. Planning is detailed and children achieve satisfactorily. Planning takes due account of the requirements of the early learning goals and the subsequent National Curriculum requirements. The provision of activities for all children caters well for nursery-aged children but does not take enough account of the needs of the reception-aged pupils, which slows their progress. The outdoor play area limits the quality of children's outdoor play.
32. The governors are well informed about the curriculum through their curriculum committee and the useful links between the literacy and numeracy governors and subject co-ordinators. Curriculum policies are discussed and then approved.
33. The provision for pupils with special educational needs is good and these pupils make good progress. This is an improvement. Procedures for identifying pupils are good and effective management by the special educational needs co-ordinator ensures early and effective intervention that contributes to the good progress they make. Pupils who need them have individual education plans that are reviewed systematically. Teachers usually take due note of these plans when planning lessons. Effective use is made of specialist staff from external agencies. School support staff are appropriately and effectively deployed to the benefit of pupils with special educational needs.
34. There is a satisfactory range of extra-curricular activities, including seasonal sports, music and first aid, to which a high number of members of staff give generously of their own time outside the normal school day. Both boys and girls take part in all sporting events. Very good standards are being reached in rounders with the school team winning the trophy competed for by local schools for the last ten years.
35. Links with the local community are satisfactory. Whilst there are no industrial or business links, other important links are in place with the police service, local charities, the Community Association and the surrounding Christian churches. There are good links with local schools. As a member of a mutually beneficial cluster of eight primary schools, staff are able to attend jointly organised courses to help raise their professional knowledge and expertise. This adds to their professional development. Pupils' social development is enhanced by contacts through sporting events with local primary schools and by taking part in the quiz challenge organised by the Coppice High School. They also attend drama and musical performances by pupils at the Wednesfield High School which adds to their cultural development.
36. The provision for pupils' spiritual development is satisfactory overall. Assemblies and acts of worship are very good and exemplify the school's values. The fact that they are usually attended by all members of staff, shows pupils the importance of each day's corporate act of worship. They provide good opportunities for spiritual development through stories and well-chosen prayers, and provide good opportunities for pupils to reflect on aspects of their own and others' lives. An excellent assembly conducted by all pupils in Year 5 provided good opportunities for understanding that the school community is a second family that can be relied upon to provide memorable experiences and comfort in times of distress. However, few opportunities are provided for spiritual development in the curriculum. Parents regularly attend a

weekly assembly and are very supportive of the school's approach to teaching their children the school's values.

37. Good provision is made for pupils' moral development. Pupils are taught to understand right from wrong, not only in keeping to and understanding the need for rules, but also in a moral sense that it is their obligation to do the right thing. The school provides a well-ordered learning environment and pupils are aware of what constitutes acceptable behaviour towards others. Adults provide good models for pupils to follow.
38. The provision made for pupils' social development is very good which is an improvement since the last report. The school has a very good ethos where there is an expectation of good relationships, behaviour and co-operation. During lessons, classroom relationships are good. Teachers ensure that different social groupings are formed that bring pupils together in pairs and other groupings for discussion and tasks. Pupils in Year 6 are given daily duties for which they are expected to arrive promptly and to carry out conscientiously. Good opportunities are provided during educational visits for pupils to meet socially with new adults in a safe environment. The very good use of residential visits allows pupils in both key stages to develop their independence. The useful links with local schools gives good contacts for pupils to meet other children of their own age. There are good opportunities provided through the year for pupils to give to charities, including Help the Aged, Romanian Street Children, Water Aid and the Heart Foundation. Few opportunities are provided for pupils develop their initiative.
39. Satisfactory provision is made for pupils' cultural development. They gain a good understanding of their own cultural background through studies in art, geography, history and studies of literature. A strong feature that underpins local cultural understanding is the teachers' detailed planning for geographical and historical fieldwork. Whilst pupils learn about other world faiths, cultural practices and customs in religious education lessons and assemblies, they receive few chances to visit or to receive members of those communities. There has been little improvement in this since the last inspection. The headteacher is aware of this weakness and has begun the process of seeking suitable persons to help pupils to gain understanding of the rich diversity of modern British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school has maintained the caring and supportive environment reported at the last inspection. It cares effectively for its pupils' welfare and safety. Child protection procedures are satisfactory and appropriate links are maintained with the Social Services. The school's readiness to meet parents takes effective account of the wishes of parents and carers and encourages them to play an active part in their children's learning. Procedures for monitoring pupils' academic learning and personal development are good overall. Pupils feel safe and secure in the school and all are able to identify with a member of staff for support in any concerns they may have. Pupils are given a sense of worth and they enjoy being in school.
41. Overall the school's arrangements for assessing pupils' attainment and progress are inconsistent and unsatisfactory. Detailed analysis is undertaken of the results from national tests and tests set by the school. This information is used effectively to set annual targets for pupils to reach in English and mathematics. At the moment the target setting and the assessment systems are not working together until pupils enter Year 6, where effective use is made of the targets that have been set and this results in pupils doing well, especially in English. Assessments in the rest of the school are not made against the targets that have been set to check pupils' progress towards these targets. Consequently teachers' planning is not fine-tuned to help pupils reach the targets

or surpass them. This partially accounts for why few seven-year-olds reach higher standards. Where these systems work together as they do in Year 6, they become a powerful force for raising attainment.

42. The school has satisfactory procedures for the statutory assessments at age seven and eleven. There are rigorous systems for moderating pupils' work, particularly in English, with a large portfolio of moderated work and individual portfolios to show pupil progress. However these are not used consistently to effectively monitor pupils' progress, nor are they sufficiently well used to influence teachers' planning and teaching. Procedures for assessing pupils' progress in the other subjects are inconsistent and mainly focus on making sure that pupils cover the required curriculum rather than on the standards they attain or should attain.
43. In the Foundation Stage, procedures for monitoring and assessing children's attainment and progress are not sufficiently developed. The Wolverhampton 'Early Years Profile' and the 'baseline' assessments are undertaken as children enter the nursery and the reception classes, but these are not effectively used, for example to identify more able pupils or to monitor the rate of progress of each child. Regular observations of children in both classes are recorded but these are not yet linked closely enough to the 'stepping stones' towards the early learning goals. At present teachers do not know in sufficient detail the range of learning experiences each child is having. Development of the recording systems for the end of Foundation Stage is underway so that they are more informative to the next teacher.
44. Those pupils with any special educational needs are well identified and suitable programmes are drawn up to meet their individual needs. These are reviewed regularly to ensure that new targets are set and good progress is maintained. Children with special educational needs are well provided for in the Foundation Stage and they make good progress in the nursery class. Methods of managing these children are well recorded and consistently applied. The needs of pupils learning English as an additional language are satisfactorily met and their progress carefully monitored.
45. Procedures for monitoring pupils' personal development are satisfactory and are mainly linked to pupils' responses to tasks required of them and to the range of after-school activities open to them, including visits to places of interest and residential trips.
46. Attendance is well promoted and monitored. The pupils are highly motivated to be in school as they find learning to be enjoyable. This is a strong influence in the high level of attendance being maintained. Satisfactory links are made with the educational welfare officer, but there is little call for her support. Registers are generally completed satisfactorily though the tallying of unauthorised and authorised absence needs to be resolved.
47. The school's sex education policy is well implemented in that pupils in Year 6 receive good teaching appropriate for their age. Many pupils in Year 5 would benefit from being given this information. In Year 6, boys and girls are taught together by the school nurse and watch and discuss an approved video. Girls additionally receive more specific teaching relating to their body changes and menstruation. Appropriate provision is made for more mature girls. All other pupils receive teaching in line with the science curriculum.
48. The arrangements for monitoring and promoting good behaviour are successful. In a discussion with Year 6 pupils, they mentioned that they believe the school rules are fair and as a result they follow the rules conscientiously. Pupils in each class have been involved in setting and agreeing their own class rules with different emphases agreed according to pupils' beliefs. This creates

an atmosphere in which pupils can learn effectively and which has a positive impact on pupils' response to their work.

49. The procedures for health and safety are satisfactory, though only one member of staff is trained in first aid. This is unsatisfactory and should be addressed without delay. Regular checks are carried out and safety issues, where noted, are quickly dealt with by the conscientious caretaker, either by himself or by arranging for external specialists to resolve the issue. Steps are required to ensure that the caretaker receives all necessary training to fulfil his role even more effectively. Overall, the school grounds are a safe place for the pupils to be and the parents' concern over cars parked on the playground are unfounded as staff do not move their cars during the school day. Pupils in Year 6, however, remarked that they were concerned that the cars could be accidentally damaged during playtime or games sessions.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The parents' views of the school are very positive. They value the work of the staff and believe the school cares well for the welfare and personal development of their children. They report that the school makes learning interesting and mentioned how their children are keen to be at school. These views are supported by the inspection findings. Parents' commitment to supporting their children's learning at home is good and all pupils' reading records carry signatures of family members and many make comments relating to the progress the child achieves in its reading. Parents have agreed and signed the home-school agreement and abide by it well. They are pleased with the quality of education provided overall and the standards achieved by their children.
51. The quality of information for parents is satisfactory. Letters are regularly sent home and newsletters are issued each term; whilst they communicate some essential pieces of information, they tend to be very brief. Parents are informed of what their children are to study during the forthcoming term, but insufficient information is given for them to support their child's learning in a focused manner. Some parents have criticised the school's arrangements for one particular consultation meeting. The school has readily accepted the criticism of the experimental nature of this evening and agreed to return to the style of meetings where parents feel they have opportunity to talk about their child's work. Pupils' end of year reports are satisfactory overall. Good reporting is given in English, mathematics and science, but other subjects have insufficient remarks identifying the skills and learning gained by the pupils. Too many comments are given relating to the areas of work studied and the pupils' response and concentration. This reflects the quality of assessment in these subjects. The quality of reports for pupils in Year 6, however, is good. Good steps have been taken to involve parents in understanding the national initiatives such as the literacy and numeracy Strategies and the school is planning to hold a meeting on the use of computers in their children's learning. They are well informed of the house system as a means for awarding points for good work. There are a few omissions in the information provided in the school prospectus and the governors' annual report regarding admissions and the progress of the implementation of the last inspection action plan.
52. Parents are very supportive of the school. The 'Friends of Long Knowle' willingly work to maintain the work of the school and several support their children's work in classes. Parents provide good support overall for their child's work at home and have a generally good awareness of the level of homework expected. Parent governors seek to be effective means by which parents can bring any concerns they have to the school, though very few concerns are known about.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The school has a very good ethos in which the school is seen as the pupils' second family. Considerable emphasis is placed on the development of good relationships and the encouragement of all pupils to do their best. The positive response to the action plan that was drawn up following the previous inspection shows the commitment of the headteacher, governors and staff to the school's values. This has ensured that the school has made satisfactory improvement since that inspection.
54. The headteacher provides good leadership, ably supported by the deputy headteacher. The headteacher has high expectations for the school and is determined that the school will not sell any of its pupils short. High expectations are held for staff and pupils alike. The school is in a period of change with half the staff being new to the school this term. A measure of the effective leadership is that good teamwork has already been established. Well-established staff and staff new to the school work effectively together from an agreed agenda to raise levels of pupils' attainment. The senior management team is effective and has a good knowledge of the school's strengths and weaknesses.
55. Following the last inspection considerable effort was put into developing the management role of the co-ordinators. As a result of the recent changes in staff, a significant number of staff have new responsibilities and other responsibilities are held on a temporary basis. In English and ICT, where there has not been a change in personnel, the co-ordination is good. Monitoring is carefully undertaken, the National Literacy Strategy has been implemented effectively and standards in English are rising. In ICT, the computer suite has been established, comprehensive training for staff is in hand and standards are rising. The newly appointed mathematics co-ordinator is enthusiastic and has worked very effectively with a consultant from the local education authority to identify the strengths and weaknesses in the teaching of the subject. Following this audit a comprehensive plan for improvement has been drawn up and a good start has been made with its implementation. Overall, there has been satisfactory improvement in the role of the co-ordinator since the last inspection.
56. The governing body is effective and overall fulfils its statutory duties. There are a few omissions in the school prospectus and in the governors' annual report to parents. Governors have a good understanding of the school's strengths and weaknesses. Considerable attention is given to the detailed analysis of the results of the national tests. Effective links have been established between individual governors and the co-ordinators for literacy and numeracy, which ensure that the governors have been well informed about the implementation of the national strategies for literacy and numeracy. The curriculum committee regularly receives reports from staff and keeps the governing body informed about the standards being attained. This is an improvement since the last inspection.
57. The school development plan usefully sets out what needs to be done to improve standards. A considerable improvement to the plan is that precise targets for improvement are set. Targets have been set for classes to reach at the end of each year and these provide a very good measure of how effective development has been and what needs to be done further. For example, in mathematics where standards are now beginning to rise. Long-term strategic planning has been well established and its effect is clearly seen in the development of new accommodation for the Foundation Stage and the establishment of a computer suite. This is also an improvement in the planning. The governors are fully involved in the school development plan and ensure that effective and appropriate links are made to the school's finances.

58. The governing body keeps good oversight of the provision being made for pupils with special educational needs. The Code of Practice is fully implemented. The provision made for these pupils is effectively managed by the special educational needs co-ordinator. Allocated funds are wisely spent and efficient use is made of support staff and resources.
59. Emphasis is placed on ensuring that all pupils have equal opportunity. Care is taken to identify any potential hindrance to pupils' learning. For example, as a result of a combination of the numbers of pupils in Key Stage 1 and the allocated finance, classes have a mixed age range. In order to ensure that pupils have teaching appropriate to their levels of attainment in English and mathematics, pupils are now taught in classes according to their levels of attainment (setting). Pupils learning English as an additional language have satisfactory support. Pupils from a range of ethnic origins work and play well together. Older pupils firmly condemn any form of racism.
60. There is an adequate number of teaching staff with an appropriate range of experience and qualifications for teaching the National Curriculum, the Foundation Stage and the Wolverhampton Agreed Syllabus for religious education. The school's special needs co-ordinator has specialist qualifications for her role and uses these skills effectively to support staff throughout the school. The school employs a generous number of support staff that are well qualified and well trained by the school. They support the teaching well, particularly for those children who have special educational needs, who make good progress, and for those pupils for whom English is an additional language, who make satisfactory progress. Recently the involvement of support staff with assessing pupils, particularly in English and mathematics, has been extended to good effect and could be developed further. The musical talents of one nursery nurse are well used to support singing during assemblies and in music lessons. Lunchtime supervisors perform their roles well. The newly appointed caretaker makes a significant contribution to the well being of the school community and its visitors.
61. Staff development is good. Training has been appropriately focused to the needs of the school and to implementing national initiatives. It has been particularly effective in mathematics, where standards have risen, in developing target setting throughout the school and in enabling the literacy and the numeracy strategies to be effectively implemented. Training for assessment has not been as effective. Training for all staff in the use of ICT is in hand in order to maximise the school's investment in the computer suite and to continue to raise standards in the subject by improving teachers' confidence. The caretaker and the lunchtime supervisors require training in aspects of health and safety in their roles. There are too few trained staff with first aid qualifications. The induction arrangements for the two newly qualified teachers are good and these teachers receive considerable support. Arrangements for performance management are in place and the appraisal of teachers under these conditions will start in January 2001.
62. The school's finances are prudently managed. Longer-term financial planning has improved since the last inspection. This is to be seen in the improved accommodation for the Foundation Stage and in the establishment of the computer suite. These were financed from existing budgets rather than through the taking out of loans. The governors and headteacher have a clear view of the financial position of the school, and have a prudent financial plan. Recommendations from the last audit by the local education authority in June 2000 have been implemented satisfactorily. Procedures to control and monitor the budget are secure. The administrative support is good and the day-to-day administration is effective which allows the headteacher to spend time with teachers and pupils. The extra spending on support staff provides good value for money as these members of staff are used effectively and help pupils to make progress. New technology is used satisfactorily to support the school's administration.

63. The headteacher and governors have established procedures that ensure that the principles of best value are satisfactorily implemented. Parents' views are sought over important changes such as the reorganisation of the classes in Key Stage 1. The results of the national tests are compared with those in the local area, nationally and with similar schools. Care is taken to obtain value for money when purchasing. Although informal arrangements exist, there are few clear procedures whereby governors are able to gauge the effectiveness of their spending decisions.
64. Overall, the accommodation is good. The recent additions of a new nursery and the computer suite have improved the accommodation considerably. In the case of ICT the benefits are already being seen in pupils' increased confidence when using computers. The lack of a secure play area for pupils in the Foundation Stage limits their opportunities for outside play and physical development. The school is tidy and clean and the effective display of pupils' work makes the school an attractive place for staff and pupils to work in. The school is well cared for by an enthusiastic caretaker who is fully involved in the life of the school.
65. The provision of learning resources has improved and is satisfactory overall. The provision of books has improved and there is sufficient equipment for the teaching of mathematics. The provision for ICT has improved considerably and contributes to the rising standards.
66. The school has improved satisfactorily. The attainment of the eleven-year-olds is rising. Teaching has improved despite the small instances of unsatisfactory teaching that remain. Levels of expenditure are average. Overall, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to raise standards and to continue to improve the quality of education, the headteacher, governors and staff should:
- improve standards in mathematics across the school, especially in Key Stage 2 by:
 - fully implementing the recently established comprehensive action plan;
 - effectively monitoring its implementation and the standards being attained.
 Paragraphs 1, 92, 96, 102

 - ensure that a greater proportion of seven-year-olds reach standards higher than those expected for pupils of this age in reading, writing and mathematics by:
 - continuing to set clear targets for the pupils to aim for at the end of Key Stage;
 - establishing effective arrangements to assess pupils' attainment at the end of Year 1;
 - effectively using this information to plan work to make up any shortfalls that may occur.
 Paragraphs 2, 3, 41

 - improve standards in design and technology by:
 - providing sufficient time for the teaching of the subject;
 - ensuring that teaching takes full account of the nature of the subject, specifically, by developing ideas, planning, making and evaluation;
 - providing any necessary training to ensure teachers are confident in teaching this subject;
 - effectively monitoring the standards attained by the pupils and the quality of teaching.
 Paragraphs 10, 115, 117, 119

- improve standards in ICT by:
 - completing the planned staff training;
 - establishing effective arrangements for the use of the recently established computer suite;
 - setting clear targets for pupils to aim for;
 - effectively monitoring the quality of teaching and the progress being made towards the targets that have been set.

Paragraphs 9, 25, 133, 136

- improve assessment by:
 - establishing consistent and realistic arrangements for assessing pupils' attainment;
 - ensuring that pupils' progress towards the targets that have been set for them is regularly checked;
 - making effective use of this information to plan work which will raise levels of pupils' attainment.

Paragraphs 41,42

Other issues which should be considered by the governors

- ◆ Improve the quality of the management of pupils' behaviour in lessons at the start of Key Stage 2. Paragraphs 13, 87
- ◆ Ensure that there is more than one trained first aider on the staff. Paragraphs 49, 61
- ◆ Ensure that attention is given to the needs of reception-aged children when planning the activities in the Foundation Stage. Paragraphs 31, 69
- ◆ Improve the provision for outdoor play in the Foundation Stage. Paragraphs 64, 76
- ◆ Improve the range of opportunities for pupils to learn about other cultures. Paragraph 39
- ◆ Improve the marking of pupils' work to consistently provide them with advice about how to improve their work and to give them targets to aim for. Paragraph 26
- ◆ Improve the timetable, especially to provide more time in the computer suite for pupils in Key Stage 1. Paragraph 27
- ◆ Ensure that the school prospectus and the governors' annual report to parents contain all the required information. Paragraphs 51, 56

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	36	43	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	258
Number of full-time pupils eligible for free school meals	0	25

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	31

English as an additional language

	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.9

Unauthorised absence

	%
School data	0

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	14	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	17
	Girls	14	14	13
	Total	29	28	30
Percentage of pupils at NC level 2 or above	School	94 (85)	90 (94)	97 (91)
	National	84(82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	17	17
	Girls	14	13	14
	Total	28	30	31
Percentage of pupils at NC level 2 or above	School	90 (91)	97 (94)	100 (91)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	21	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	15
	Girls	18	13	21
	Total	31	25	36
Percentage of pupils at NC level 4 or above	School	86 (86)	69 (74)	100 (89)
	National	75 ([70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	14
	Girls	16	13	18
	Total	28	25	32
Percentage of pupils	School	78 (69)	69 (71)	89 (83)

at NC level 4 or above	National	70 (68)	72 (69)	80 (75)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	5
Indian	7
Pakistani	0
Bangladeshi	0
Chinese	6
White	205
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: Y R – Y6**

Total number of qualified teachers (FTE)	10.3
Number of pupils per qualified teacher	28
Average class size	28.5

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	117.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	62.5

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
	£
Total income	475 915
Total expenditure	498 848
Expenditure per pupil	1 834
Balance brought forward from previous year	28 796
Balance carried forward to next year	5 863

Number of pupils per FTE adult	6
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

302

Number of questionnaires returned

67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	48	6	1	0
My child is making good progress in school.	49	48	1	1	1
Behaviour in the school is good.	25	60	9	0	6
My child gets the right amount of work to do at home.	27	43	15	6	9
The teaching is good.	43	54	2	1	0
I am kept well informed about how my child is getting on.	19	52	23	6	0
I would feel comfortable about approaching the school with questions or a problem.	48	40	6	6	0
The school expects my child to work hard and achieve his or her best.	45	52	1	1	1
The school works closely with parents.	21	55	13	10	1
The school is well led and managed.	45	35	7	6	7
The school is helping my child become mature and responsible.	40	53	6	1	0
The school provides an interesting range of activities outside lessons.	22	38	16	4	20

Other issues raised by parents

- Boisterous play of some older children in the mixed infant/junior playground
- Concern over parking of cars in the playground – potential car movement during break and lunch times

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. At present, sixty children attend the nursery, each attending for a half-day session. Children enter the reception class in the September or the January prior to their fifth birthday. They attend the reception class for the whole day and at the time of the inspection there were sixteen children in the reception year. This number is planned to rise to thirty-three in January. All the children in the reception year transfer from the nursery. Induction arrangements into the nursery and the reception years are satisfactory and the school wishes to develop these further. Young children are welcomed into the nursery in a caring and warm manner. The accommodation has been improved since the last inspection by the building of a new nursery. The Foundation Stage is well managed; teachers and support staff work together effectively.
69. Attainment on entry to the nursery is broadly typical of that found nationally. Children make good progress in the nursery class, particularly in their personal, social and emotional development, in their communication skills and in aspects of their creative development. This is due to the good teaching that helps them to make good gains in their learning. Children make satisfactory progress in the reception year. The reception and the nursery-aged children work together for much of the day. At present the needs of the reception children are not being fully met and this slows their progress. Overall, the teaching in reception is satisfactory. By the time they leave to join Year 1, children have achieved satisfactorily and gained the early learning goals in personal, social emotional development, communication, language and literacy, knowledge and understanding of the world and in their physical and creative development. Overall their achievement is satisfactory. Children with special educational needs are well provided for and they make good progress.

Personal, Social and Emotional Development

70. Children make good progress in their personal, social and emotional development through the range of opportunities that adults provide. By the time they leave the reception class they are achieving the early learning goals in this area. In the nursery, children are taught to be independent, for example by bringing their own name card into the room when they arrive and to make choices, such as which activity to play at first. Adults encourage older children to undertake responsibilities such as carrying the milk and biscuits to others and they do this purposefully. Teachers provide good opportunities for children to develop their concentration span during free choice times, but at other times the timetable is too prescriptive, with many short, quick moving, activities. Routines are well established and through this and the care that they receive, the children, particularly in the nursery, feel secure and flourish.

Language Literacy and Communication

71. By the time children end the reception year they have made satisfactory progress and are attaining the early learning goals. All activities provide good opportunities for speaking and listening. Teachers and support staff model language constantly and effectively, particularly problem-solving language such as 'shall we put the glue on the paper first' as children work at

tasks such as cutting and sticking. They model effectively the conventions of turn taking and starting conversations with others. In the nursery, the teacher has good questioning skills and regularly encourages children to respond in whole sentences whenever possible. In reception, this good practice is not consistently emphasised by all the other adults. Children in reception are at the appropriate level or 'footstep' for their age. They talk alongside each other and they initiate exchanges and answer questions with well-formed sentences. More-able children are starting to negotiate within their conversations. Listening skills are developed well throughout the two year groups and the majority of children listen carefully and often for sustained periods.

72. As teachers read stories to the children they discuss them, and in this way develop children's reading skills such as recalling and predicting events. In reception, opportunities for children to share a story are sometimes rather rushed, and the full benefit of these sessions is not gained. Children are taught the sounds of letters in the nursery and make good progress so that in the reception year more-able children use this skill to read simple words. At the time of the inspection, three-year-olds were selecting and browsing through a book as they drank their milk and listened to stories with obvious enjoyment and concentration. Teachers have introduced reception-age children successfully to the school's reading scheme and to some of the conventions of books such as title and author. Children are developing a sight vocabulary and the most able confidently read their books. Reading records are well maintained by teachers and support staff, and parents support their children well by practising reading at home on a regular basis.
73. Children are taught effectively how to form letters correctly and in a role-play office where teachers have provided models for them to use. In the reception year, the skills of reading and writing are often taught combined together, such as in a letter writing session. At this time teachers and support staff act as scribes with small groups of children, helping them effectively to compose and read a letter and to learn the conventions of this style of writing. More able children are able to copy their 'letter' with considerable control and precision and most letters were well formed. Other children sequence the words of their letter correctly as part of an activity where they cut words out and paste them in the correct order.

Mathematical Development

74. From the time when they enter the nursery, teachers regularly and satisfactorily introduce children to counting rhymes and counting everyday objects. Children make steady progress with this aspect of their learning and in the reception year children are able to count to twenty, although they have difficulty with number sequences. They reach the early learning goals. Teachers carefully help nursery-aged children to recognise and to name flat shapes correctly and to identify properties such as the number of sides, but in these sessions they do not have opportunity to explore the shapes such as by fitting them together. In reception, teaching satisfactorily reinforces counting and familiarises children with the idea of exchanging money for goods through role-play as they shop for their Christmas present in the classroom shop.

Knowledge and Understanding of the World

75. The range of opportunities provided by teachers for children to develop knowledge and understanding of the world is good and children make satisfactory progress and reach the early learning goals at the end of reception. Nursery and reception- aged children are taught together for much of this work and many of the free choice activities are structured more to the needs of the nursery than of the reception class. For example, children aged three are given opportunities to explore the properties of sand, water and dough. For children aged five these tasks are not

given sufficient additional challenges and these children are also not encouraged to use such materials sufficiently in an extended imaginative way. Teachers ensure computers are available to children from the age of three. Children make steady progress and by the time that they leave the reception class they use a mouse and manipulate a range of simple programs independently. Adults help nursery-aged children to consider the process of growth and change and to reflect on their past in the context of selecting suitable presents for younger brothers and sisters. Reception-aged children learn about these processes as they share a book on a bean germinating and by planting cress seeds. Good teaching holds children's interest and helps them learn about their own culture. Children learn about religious festivals such as Christmas, through stories, discussion and when opening the pictures on an Advent calendar. Well-prepared activities by teachers such as preparing a Christmas a grotto and wrapping presents create excitement and anticipation. Children are taught about other cultures satisfactorily; for example, they make diva candleholders to celebrate the festival of Diwali.

Physical Development

76. Throughout the Foundation Stage children are provided with many activities to develop their finer physical control, their progress is satisfactory and at the end of reception they attain the early learning goals. Teachers and support staff carefully help three-year-olds to use small tools such as scissors, and paintbrushes and by the reception year children cut along a straight line with precision. Teachers usefully provide opportunities for pupils to develop skills in running, jumping, balancing and climbing are provided once a week in the school hall. Children have a secure outdoor play area. At the time of the inspection the large grassy play area and the conservation area were waterlogged. The tarmac area is small and not under cover. At present the use of this area is unsatisfactory as all the nursery children are often outside at one specific time. This means that there is not enough space for the children to run freely, nor are there enough large toys for all the children to use at once.

Creative Development

77. Children are given many opportunities to explore a range of materials and music, and in these areas they make good progress. Children reach the early learning goals by the time they join Year 1. Teachers teach music daily and both classes are taught together. However, greater benefit and participation would be gained if this teaching were to a smaller number of children. In these music sessions teachers encourage children to select appropriate percussion instruments and to beat the rhythm of the tune. Older children develop these ideas during free choice times, when they confidently select instruments and collaboratively dance to their own 'compositions.' Teachers provide good opportunities for children to select from an exciting range of collage materials. Children are encouraged to make choices, and teachers and support staff effectively help them to explore, to develop their ideas and to achieve their goal. In domestic role-play and in miniature play with construction toys and trucks children's imaginative play is not as well extended and developed by the adults.
78. Overall, the teaching in the Foundation Stage is good. It is consistently good in the nursery. In reception it is sometimes good and satisfactory overall. Good attention is paid to developing pupils' skills in speaking and listening, to making a good start with reading and writing and to their personal, social and emotional development. The adults have good relationships with the children which encourages their learning. The nursery teacher, who manages the Foundation Stage effectively, has a good understanding of the needs of young children. The adults collaborate well to the benefit of the pupils who learn in stimulating classrooms. Planning is detailed but not enough attention is given to the needs of the reception-aged children in the general activities

provided. Good links are being established between the Foundation Stage and Key Stage 1 to ensure that the curriculum in the Foundation Stage fits neatly into the National Curriculum.

ENGLISH

79. The standards attained in the national tests by the seven-year-olds are average and those attained by the eleven-year-olds are above average. Standards have risen since the last inspection due to improved teaching. The reasonable targets set for pupils' performance in the national tests in 2000 were met.
80. The results of the national tests in 2000 showed that the standards attained by the seven-year-olds were average and were average when compared with similar schools. However, the proportion that reached Level 2 or above, the expected level for seven-year-olds, was well above the national average and well above the average for similar schools. This represents an improvement since the last inspection. The school is not as successful in helping these pupils move on to reach higher standards. In reading, the proportion that attained standards higher than those expected for seven-year-olds was well below the national average and average when compared with similar schools. In writing, the proportion reaching these higher standards was below average. The school has concentrated on ensuring that as many pupils as possible reach the expected standard and has recognised in its planning that more needs to be done to enable pupils to reach higher standards. During the past three years the performance of boys has been better than that of girls. Pupils' achievement in Key Stage 1 is satisfactory.
81. The attainment of eleven-year-olds in the national tests in 2000 was above the national average and well above the average for similar schools. More able pupils do better than they do at the end of Key Stage 2. The numbers are above the national average and well above the average for similar schools. This is mainly due to the very good teaching in the latter part of Key Stage 2, especially in Year 6. This is a considerable improvement since the last inspection and pupils' achievement is good. However, teaching in Year 3 is weaker and here pupils' progress slows. Boys continue to outperform girls. However, in the current Year 6, the girls now outperform the boys. Inspection findings reflect the test results at the end of both key stages.
82. In both key stages, pupils with special educational needs are supported well and make good progress. Satisfactory support is provided for the few pupils who are learning English as an additional language and they make satisfactory progress. Pupils from ethnic minority origins achieve marginally better than the majority of pupils.
83. Standards in speaking and listening are above average throughout the school. Pupils are encouraged by the good response teachers give to their ideas and comments. They are keen to answer questions, as they know their ideas will be valued even if they are not always correct. This was particularly evident during the daily assemblies and pupils' responses to questions and in their conversations in lessons. Pupils are interested in increasing their knowledge of new words and phrases, encouraged by the many opportunities provided by teachers. They respond very well to the good opportunities to speak during assemblies, where a feature of each morning was the clear diction and confidence with which prayers were read. When leading an assembly, pupils in Year 5 spoke clearly and confidently when making statements or playing a role in a short piece of drama. In Year 6, pupils often show impressive speaking qualities. Higher attainers speak with very good attention to expression, voice projection and audience. Most pupils understand and use the conventions of discussion, politely waiting their turn to speak.
84. Pupils make satisfactory progress in reading throughout Key Stage 1 and achieve nationally expected standards for their age. Too few pupils attain above this standard, although some pupils do read with considerable fluency and expression. The emphasis teachers place on the teaching of letter sounds (phonics) gives pupils confidence to read words they do not recognise

by sight. Good attention is paid by teachers and support staff to teaching pupils to read. A very high proportion of pupils are supported in their reading at home. This has a positive impact on their progress and in understanding that reading is enjoyable. In a lesson in Key Stage 1, a group of pupils were helped particularly effectively to increase their expressive reading skills by one of the support staff. Most seven-year-olds have a good knowledge of the use of alphabetical order, and of contents and index pages. By the end of Key Stage 2, the better readers have reached levels above that expected for their age. They enjoy reading and have acquired pleasure from reading and this is aided by support from their homes in joining local libraries. For example, when reading, a pupil showed great pleasure in recognising an example of personification – about which she had just been taught the day before. Most eleven-year-olds confidently retrieve fiction books from shelves, and also non-fiction books using the school’s colour code system. Pupils are not as confident in using research skills when reading. Teachers provide a satisfactory range of reading materials including newspaper articles and magazines.

85. The quality of handwriting is satisfactory and improves progressively as pupils move through the school. A significant number of younger pupils grip their pencils in an awkward manner, a factor that causes slower progress. Children are now encouraged to hold writing tools correctly when they first start to write, which bodes well for the future. Work is usually neatly presented; some is of a high standard at the end of both key stages.
86. By the age of seven, the majority of pupils use capital letters and full stops correctly when writing sentences. Lower-attaining pupils do so less consistently. A weaker element of the writing is pupils’ skills in joining short sentences and this holds them back from reaching higher standards. They use interesting and descriptive words and their stories have a clear structure. Their spelling of commonly used words is often accurate or shows a reasonable use of phonics. At the end of Key Stage 2, the majority of pupils attain standards expected for pupils of this age. A significant minority achieve a standard above this level. Better writing includes the use of a good range of appropriate, interesting adjectives and adverbs. Pupils write in a broad range of styles using punctuation with good attention to the purpose for their writing. Teachers ensure that exercises undertaken in class, for example the use of paragraphs to focus attention, are used by pupils in their writing. The use of drafting and redrafting, coupled with the use of dictionaries and thesauri to seek and use alternative words, is common practice. Good use is beginning to be made of the recently opened computer suite to give access to drafting and editing on screen.
87. The teaching of English is good, with two-thirds of lessons judged to be good or better. One lesson at the start of Key Stage 2 was unsatisfactory as the pupils’ behaviour was not adequately managed. Pupils make good gains in their learning. The teaching in Key Stage 1 is satisfactory but with some very good teaching. For example, very good teaching of the higher-attaining pupils in Key Stage 1 led to pupils improving their understanding of poetry and the structures used by poets. Learning was very good because their teacher’s good subject knowledge meant that the work was challenging and interesting as pupils considered what might be meant by ‘an apple tree snowing.’ Pupils were encouraged to listen attentively, to discuss and to offer their own ideas. Teachers brief classroom assistants effectively so that pupils receive good levels of support in their learning.
88. In Key Stage 2, teaching is good overall, especially from Year 4 onwards. In Year 6, teaching is very good as shown when pupils were learning about the use of personification in poetry. The teacher effectively encouraged pupils to identify ways in which previous writing could be improved. The use of adjectives and adverbs was quickly and effectively revised. Pupils were encouraged to write with others, and to act as critics to find ways of improving each other’s work. The pupils were eager to write and discussed each other’s work enthusiastically. Such

very good teaching accounts for the above average standards now being achieved by many pupils at the end of the Key Stage.

89. Lessons are planned effectively using the model provided by the National Literacy Strategy. Teachers use the proper terms for language this ensures that pupils use these terms to describe their own work. Emphasis is given to developing pupils' skills in speaking and this is seen the above average standards achieved. Teachers provide well-planned opportunities to help pupils to write better. When writing about vandalism in Year 5, pupils were provided with a number of newspaper articles so that they could explain what they thought vandalism meant. Good attention is paid to the systematic teaching of spelling and grammar across the school. Teachers' marking of work encourages pupils, but does not give them very much advice about how they could improve it.
90. The able and enthusiastic co-ordinator has overseen the successful implementation of the National Literacy Strategy. All members of the teaching and classroom support staff have attended appropriate courses, which enables members of the support staff to play a significant role in pupils' learning. The co-ordinator has produced a good policy and guidance that ensure that there is common practice within the school. For example, some modes of writing are planned and practised in other curriculum subjects; this has led to a decline in the use of commercial worksheets, which were judged to be overused in the last inspection. The co-ordinator now monitors both planning and classroom practices using agreed criteria set by the staff, which is an improvement. There has been a successful cull of old, inappropriate books from both the school and class libraries, making collections much more attractive and relevant to pupils' needs. ICT is underused.
91. Detailed analysis of the results of national tests and tests set by the school has enabled English targets to be set for all pupils. This good practice is not presently being used to best effect because there is no direct tie-in with the regular assessments made against the results of teachers' planning. The exception is in Year 6 where planning is carried out using pupils' targets. This provides a good model for the school as a whole.

MATHEMATICS

92. Standards attained by the eleven-year-olds in the national tests in 2000 were below average. This is due to the fact that, although the proportion that reached the standards expected for pupils of this age was above that found nationally, the proportion that reached higher standards was half that found nationally. Standards were below average when compared with similar schools. The work seen during the inspection, together with very good teaching towards the end of Key Stage 2, shows that standards are rising, especially the attainment of the more-able pupils. Standards were judged to be average at the last inspection. The reasonable targets set for performance in mathematics in the national tests were met in 2000.
93. The levels of attainment of the seven-year-olds in the national tests in 2000 were average and were average in comparison with similar schools. The proportion that reaches standards higher than those expected of seven-year-olds is below the national average and below the average for similar schools. The standards at the end of both key stages have been rising since 1998 but they are still not high enough. More pupils need to move on to reach standards higher than those expected for pupils of their age. There are no marked differences in the performance of girls and boys at the end of Key Stage 1, but boys have done better than girls at the end of Key Stage 2 for the past three years. However, in the current Year 6, the girls' performance is much better than that of the boys. Pupils with special educational needs are supported well and make

good progress. Pupils with English as an additional language attain standards marginally better than those attained by the majority of pupils.

94. Inspection findings show that standards are rising as the more-able pupils are being challenged, particularly towards the end of Key Stage 2. However, standards are still below average at the end of Key Stage 2. Teaching has improved and is good overall. The successful implementation of the National Numeracy Strategy has greatly increased pupils' ability to calculate mentally and to explain how they arrive at their answers. More attention is now paid to ensuring that more-able pupils achieve well. For example, in Key Stage 1, classes have been arranged so that pupils are taught mathematics together with pupils of similar levels of attainment (setting).
95. The seven-year-olds add and subtract numbers to 20 accurately. For example, when they count forwards and backwards quickly and accurately using sequences of tens, fives and twos. They know the value the digits represent in numbers to 100, fewer pupils are confident with larger numbers. Pupils know some of the properties of two-dimensional and three-dimensional shapes and use measuring equipment with reasonable accuracy.
96. The work seen during the inspection shows that standards being attained by the eleven-year-olds are improving. The eleven-year-olds add and subtract numbers to 100; multiply and divide by 10 and 100 reasonably quickly and accurately in their heads. They calculate accurately with fractions and to a lesser extent with percentages. Pupils calculate the area of shapes such as rectangles accurately having worked out a formula for doing so. Most are confident in checking to see if their answers are reasonably correct. For example, in Year 5 they learn the outcomes of multiplying odd numbers together, even numbers together and other combinations, and use this information to predict whether answers to calculations will be odd or even. Pupils are much less confident in solving mathematical problems and problems involving 'real life' situations as this is not emphasised enough in the teaching. This is a significant cause of the below average standards.
97. The quality of teaching and learning has improved and across the school it is good. This has led to standards improving. In the lessons seen in Year 1 and Year 2, teaching is predominantly good. In Key Stage 2, the teaching in Year 3 is satisfactory but is different to that in Years 4, 5, and 6 where teaching is very good.
98. In the very good teaching in Key Stage 2, the teaching is brisk and challenging. Teachers make quite clear to pupils what they are to learn and the standards that are expected of them. Pupils respond well, concentrate and work hard. For example, in Year 4 where pupils were interpreting data from a graph, the higher-attaining pupils were challenged to 'do work that is really for older pupils but you might be able to do it.' Pupils are expected to explain how they arrived at their answers and good use is made of their misunderstandings to help them to learn. In Year 5, for example, where pupils were investigating the patterns of multiplication of combinations of odd and even numbers, pupils' errors were effectively used to reinforce earlier work on subtraction. Lessons are very well planned and teachers use questions effectively to consolidate learning and to check on pupils' understanding. For example, in Year 6 where pupils were deriving a formula for calculating the area of rectangles, the teacher's very effective questioning enabled pupils to work out the area of unusual shapes that could be broken down into a rectangle. The questioning helped pupils to see for themselves rather than merely being shown how to do it. This helped them to learn effectively. However, not enough attention is given to solving 'real life' situations in the oral and mental work that starts each lesson. Consequently pupils are not as confident in solving problems as they should be. Rarely are pupils asked to work out new information from facts they already know.

99. The National Numeracy Strategy has been implemented successfully. Lessons start with a brisk oral and mental session that has helped pupils to calculate much more quickly and accurately in their heads. Emphasis is placed on quick and accurate recall. Lessons are well planned and the purposes of the lessons clearly explained. Good use is made of mathematical vocabulary. The tasks provided are usually well matched to pupils differing levels of attainment, especially the more-able pupils. Pupils are encouraged to explain their answers. Good questioning at the end of lessons to find out what pupils have learnt is a feature of the teaching. 'What have we learnt today' is a common question. Where teaching is very good, pupils are encouraged to identify areas where they have had difficulties and to explain what they have found difficult.
100. Across the school, pupils use ICT reasonably well to consolidate what they have learnt. However, such opportunities are underdeveloped by teachers. Positive developments include the use of the computer suite to teach a mathematics lesson and the effective use of a database in Year 6 to help pupils learn about average, mean and median. Pupils use their growing skills in mathematics satisfactorily to help learning in other subjects; for example in science to record their findings and in geography to compare the shops in the high street in Wednesfield with those in Barmouth.
101. Teachers use their knowledge of pupils satisfactorily to plan work. Assessments are regularly made and used satisfactorily to plan work in line with the national framework. Tests set at the end of each year are used effectively to set targets for pupils to aim for. A weakness is that teachers do not link their assessments to these targets to keep track of how much progress pupils are making to reach them or to make up any shortfalls. Marking encourages pupils but rarely gives them advice as to how to improve or gives them targets to aim for.
102. The school has made satisfactory improvement since the last inspection. More attention is being given to helping the more able pupils to attain higher standards. The newly appointed co-ordinator, working effectively with a consultant from the local education authority, has undertaken a thorough audit of the mathematics curriculum and of the quality of teaching. A detailed and thorough action plan is in place and the school is well placed to raise standards, especially of the more able.

SCIENCE

103. The teachers' assessments in 2000 showed that the attainment of the seven-year-olds was very high both in comparison with the national average and when compared with similar schools. All pupils reached the standard expected for pupils of this age. The proportion of pupils that reached standards higher than those expected of seven-year-olds was average when compared nationally and with similar schools. The standards attained by the eleven-year-olds were above average both nationally and in comparison with similar schools. The proportion that reached standards higher than those expected for pupils of this age was similarly above average. Pupils with special educational needs are well supported and make good progress.
104. Since the previous inspection attainment at the end of Year 6 has risen dramatically. This improvement took place in 1999. The school started from a lower than average base in 1998 and pupils made rapid progress and so in 1999 the school results were well above the average. The school has maintained this level of attainment in 2000. The school attributes this rise in attainment to the good revision system that it introduced prior to tests in 1999.

105. Inspection findings confirm that good teaching and high expectations contribute to pupils' raised attainment at the end of Key Stage 2. An analysis of pupils' work and lesson observations shows that pupils make good progress in Years 4, 5, and 6. Their progress is especially good in their ability to record their practical work, in their use of tables and graphs to record their results and in their understanding of the scientific ideas involved. A scrutiny of completed work shows that progress in Year 3 is satisfactory rather than good, reflecting the quality of teaching.
106. Overall the teaching and learning in Key Stage 1 is satisfactory. Inspection findings broadly reflect the previous teacher assessments in that most pupils should reach average standards but much fewer will attain higher standards. This is due to the same task often being given to all pupils with extra support being given to lower attainers and pupils with special educational needs, but little extra challenging work for the more able. Pupils have a sound understanding of materials. In a lesson in a Year 1 and 2 class where pupils were making salt dough, they were encouraged to observe the raw materials using all their senses and to comment upon how the properties changed as the mixture was made. In this way pupils develop a good understanding that some materials can be pulled, stretched and changed in shape as they kneed their dough. The work was not sufficiently planned to extend pupils' investigation to examine how objects made from different materials could change their shape. Previous completed work showed that seven-year-olds have a sound understanding of living and physical processes.
107. Teaching and learning in Key Stage 2 is good. It is never less than satisfactory, with the better teaching seen in Years 4 and 5 and very good teaching in Year 6. This is an improvement since the last report. In a lesson about drugs education, the eleven-year-olds' understanding was increased as they were helped to formulate a definition of a drug. Careful discussion and skilful questioning guided their understanding of good and harmful drugs and the importance of taking medication as prescribed. Pupils reacted in a mature manner to the subject, learning many safety lessons that should serve them well throughout life. These older pupils had previously been learning effectively about a healthy diet, exercise and the skeleton. Thorough teaching had included good links with literacy as pupils wrote an advert for a healthy meal and to skills learned in numeracy lessons and in computer studies. Pupils' understanding was extended as they used ICT effectively to produce spreadsheets and measurement data in their research. In Year 5, pupils have a good understanding of how mixtures are separated. The higher-attaining pupils successfully explain how water changes its state when it evaporates.
108. A strength in the teaching is the emphasis placed on scientific enquiry through the good opportunities teachers provide for pupils to experiment. This is an improvement since the last report. In the good example of this teaching in Year 5, pupils used filtration as a means of separating a solid and a liquid. All pupils were involved and those with special needs were given additional support to ensure that they were successful. More-able pupils were challenged by the need to record their work using proper scientific methods. Good attention is paid to safety in lessons such as these. Teaching was well planned to meet the specific learning objectives of the lesson and the requirements of the National Curriculum, and the teacher's good subject knowledge enabled the pupils to extend their understanding and to use appropriate technical terminology.
109. Pupils' attainment and progress are assessed but there is a lack of consistent systems, which hinders teachers from effectively checking pupils' progress. Targets are not set for them to aim for. The science co-ordinator is newly appointed. The school is used to the process of monitoring the teaching in an informal manner and the co-ordinator intends to start this again with a more formalised approach. Assessment and target setting are at the top of the agenda for improvement.

ART AND DESIGN

110. The seven and eleven-year-olds attain the standards expected for their age. These standards are similar to those reported at the last inspection. Teaching strikes a sound balance of helping pupils to develop their skills in using a good range of materials whilst using these skills to illustrate the topics they study. Pupils with special educational needs make satisfactory progress.
111. For example, in Key Stage 1 pupils make careful pencil drawings of Victorian artefacts showing sound skills in using shading and tone. They mix colours well when painting fields as part of a study in geography. Teachers extend pupils' skills in mixing colours when they use pastels effectively to make recognisable portraits of their friends. Skills in using clay are developed satisfactorily as pupils model pears as part of a study of fruit.
112. By the age of eleven, pupils have developed satisfactory skills in drawing and painting. They use watercolours effectively to paint landscapes, especially those where trees and pylons are silhouetted against a setting sun. Teachers take the use of watercolours further as pupils use them to make designs based on cogs as part of a study in science. Teachers help pupils to use charcoal well to make sketches of artefacts using a good range of shade and tone. Pupils' skills in using pastels are developed as they mix colours effectively to illustrate fruit as part of a study of Saint Lucia. They print and use collage satisfactorily. Pupils show sound skills in working in 3D. Imaginative paintings are under-represented as the emphasis in painting is mainly on illustration.
113. Overall teaching and learning are satisfactory. In the limited number of lessons seen, the majority of teaching was good and pupils were keen to learn. These lessons are carefully planned and resources are well organised. A good balance is struck between demonstrating skills and providing opportunities for pupils to explore the materials on their own. For example, in a lesson in Year 3 taken by the co-ordinator, the teacher effectively demonstrated how to mix pastels to provide the correct colour and tone. The teacher's good skills were used effectively both to show pupils how to use the materials effectively and also to answer pupils' questions as how to get the effect they wished. The materials were of good quality and a good range of artefacts had been provided for pupils to work from. Consequently, pupils concentrated well and worked hard to try to improve their skills. The school's planning is detailed and pays close attention to the skills pupils need to learn. This helps teachers to plan work that develops pupils' skills. ICT is not used enough.
114. Resources are adequate and classrooms are well organised for artwork. Useful portfolios of completed work enable teachers to gauge standards of pupils' work. The subject is satisfactorily managed. Whilst standards of attainment are being monitored little time is available for the monitoring of teaching and learning. Overall, the school has made satisfactory improvement since the last inspection.

DESIGN AND TECHNOLOGY

115. Standards are below average throughout the school and remain as they were at the time of the last inspection.
116. The last report indicated that the 'making' processes in Key Stage 1 were satisfactory, but that this progress was not maintained in Key Stage 2. Pupils were working at a level below that expected for their ages. Inspection findings show that this is still broadly the case.

117. Unsatisfactory standards are mainly caused by a lack of development of the ‘planning’ stage. Designs are insufficiently detailed for purpose and lack the necessary information for pupils to progress to the ‘making’ stage. Pupils are not being given the opportunities to explore the nature of the materials that might be suitable for their design briefs before beginning either the ‘designing’ or ‘making’ stages. They are using materials because they are supplied with them, not because they have made decisions to use them based on knowledge of their properties and fitness for the job. Teachers’ planning does not include information on how the pupils’ prior experiences and acquired knowledge and skills will be used to help make decisions about the task in hand. There is no agreed list of skills for pupils to reach as they move through the school. The lack of this information restricts the teachers’ ability to assess more than isolated skills taught within each lesson.
118. Only one lesson was seen during the inspection so there is insufficient evidence upon which to make a judgement on overall standards of teaching. In the lesson seen there was no evidence that pupils had designed the artefact that they were making, but had rather produced their work following instructions. Whilst pupils had ideas about how their work might have been improved these had not been recorded. Lack of knowledge about the suitability of the materials is illustrated by the fact that pupils were uncertain whether the glue supplied to them would successfully stick the supplied decorative materials. Pupils say they enjoy the subject and were pleased with the artefacts that they had made. During the lesson seen they concentrated on their assigned tasks and did the best that they could.
119. At the time of the last inspection design and technology was a priority for being upgraded on the school development plan. The need to modify the timetable, in order to introduce and develop the requirements of the National Literacy and National Numeracy Strategies, caused the focus to move away from design and technology. The introduction of Curriculum 2000 presents the school with the opportunity to once more give design and technology a priority. The curriculum time now given for design and technology is barely adequate to allow time for pupils to produce work of reasonable quality. More time to enable the necessary processes to be undertaken is urgently needed. Standards are not monitored nor is teaching. The co-ordination of the subject is unsatisfactory. There are sufficient resources for the subject although attention is needed to ensure that each planned task is accompanied by a range of materials for pupils to explore and consider for use. Insufficient attention is paid to assessment.

GEOGRAPHY

120. Geography was not being taught in all classes during the inspection because of the overall planning of the school’s curriculum. Only two lessons were seen. These lessons, together with a scrutiny of work previously completed, provided useful and sufficient evidence. Pupils at the end of both key stages reach standards expected for pupils of these ages. Standards are similar to those reported at the time of the last inspection. The good use of residential visits continues to be a strength in the teaching and enhances learning. The visits contribute considerably to pupils’ social development.
121. By the end of Key Stage 1, pupils have a sound understanding of the local area. This is due to teaching emphasising fieldwork. Maps of the local area are enlarged and teachers display them well, together with photographs of local places of importance which are located usefully on these maps. Pupils have a sound understanding of places further field when pupils in Year 2 make an overnight residential visit to Kingswood and pupils in Year 1 visit Pendeford Mill. Teachers

encourage pupils to write questions for others to answer and this helps them to develop their geographical skills. Most pupils identify correctly the countries of the United Kingdom on a map.

122. The eleven-year olds gain greatly from the residential visits that are made in Year 3, Year 5, and Year 6. They have experience of a number of differing localities such as Dovedale and Barmouth as well as places nearer to Wolverhampton. Teachers use these visits well to develop pupils' geographical skills. Pupils use maps accurately to trace routes by rail and train. Most use four and six figure map references correctly to write useful guides to trails that they have followed. They carefully compare living in Wednesfield with Barmouth and understand how the geographical nature of a locality shapes the way of life. For example, when they make a detailed comparison between the local high street and that in Barmouth. Their writing shows an appreciation of environmental issues such as the importance of saving hedgerows.
123. The quality of teaching and learning seen was satisfactory. Pupils with special educational needs make good progress as they receive the necessary help. In these lessons satisfactory use was made of maps. The purposes for the lessons were clear and made clear to the pupils. Satisfactory use is made of ICT in Key Stage 1, where pupils use computers to model imaginary islands and draw maps. However, the use of ICT is underdeveloped in Key Stage 2. Planning ensures that the programmes of study of the National Curriculum are covered. The use of residential visits is a strength but it also has a weakness. The work focuses on these visits but this leaves considerable periods where geography is not taught, which makes it more difficult for pupils to consolidate the skills that have learnt.
124. Following the last inspection, assessment opportunities are built into the planning of the curriculum. Teachers' use of these is inconsistent and overall is not effective. Overall, the subject is satisfactorily managed. Standards are checked but teaching and learning are not monitored. Resources are adequate. Overall there has been satisfactory improvement since the last inspection.

HISTORY

125. Only one lesson in history was observed. Additional and sufficient evidence was gained through a scrutiny of completed pupils' work and of teachers' planning, and discussion with pupils in Year 2 and Year 6. Standards in history are average at the end of both key stages. These standards are similar to those reported at the time of the last inspection.
126. Pupils interviewed in Key Stage 1 understood that stories beginning with 'Once upon a time' were about past events. They displayed sound knowledge of change over time by explaining the diagrams that they had drawn to depict the passage of time in their own lives. They gave examples of some ways in which transport used to make journeys had changed over the years. Differences between old and new toys were clearly stated in terms of materials used in their construction and the fact that old toys had to be pulled or pushed to make them move, whereas new toys have electric motors. The idea of cause and effect was used effectively as they retold the story of the Gunpowder Plot. They were clear that Guy Fawkes could not have flown in an aeroplane, knowing that these were invented later. The past tense was used whilst they talked about historical events.
127. The pupils in Year 6 showed sound progress in their development of the historical ideas shown by younger pupils. Their knowledge of the historical characters met during their studies, and of the conditions in which they had lived, was satisfactory. Their use of ideas, such as similarity and difference, cause and effect, power and lack of power, in explaining events and why people

behaved as they did was sometimes good. They had sound recall of events, sometimes contrasting events and actions between periods they had studied.

128. During conversations both younger and older pupils said they enjoyed history. Their attitude to the subject is good. They were particularly animated when talking about their pleasure in being able to participate in field study visits. This happened when older pupils had viewed the bed in which Charles the Second slept at the nearby Moseley Old Hall.
129. The teaching and learning seen was satisfactory. Teachers' planning is thorough and includes the development of historical ideas alongside the acquisition of historical information. A satisfactory range of historical sources is used from which pupils are expected to extract information and to make decisions. This encourages historical thinking using available evidence and helps pupils to understand that sources may include bias. For example, pupils in Year 4 are asked how a given Roman description of Boudicca may differ from that given by one of her subjects. Enquiry skills using written evidence are satisfactory; the use of illustrations and paintings for pupils to interpret has developed effectively since the last inspection. In Year 5, pupils study portraits of Tudor monarchs and make decisions about why they struck postures and wore particular clothes and jewellery.
130. The use and focus of assessment is inconsistent. Some is aimed at pupils' ability to restate what they have covered during the lesson. Other, more-focused assessment is based on what pupils understand or can interpret from the subject matter covered, and leads to improved learning. Teachers use their knowledge of pupils' differing abilities in English to plan work for the differing levels of attainment. However, the work is not always planned to match pupils differing levels of understanding of history.
131. The teaching of history is now achieved in regularly spaced lessons whereby pupils do not, as at the time of the last inspection, go for "periods of over a term" between lessons, which is an improvement. Book resources have also improved since the last inspection. The 'old, unattractive and inappropriate books' have been removed from the library to be replaced with a growing collection of up-to-date books that pupils enjoy using. A very good feature of planning is the many well-timed visits made to historical sites. These give pupils access to first-hand experiences where they can view and handle relevant artefacts that the school does not possess.
132. The co-ordinator had been in post for only four weeks at the time of the inspection and has had no time to carry out monitoring opportunities. She has recognised the possibilities now available to make good use of ICT, which at the present is under-used. Programmes of work have been monitored and plans are in hand for their revision in Key Stage 1.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. The standards attained by the eleven-year-olds are rising but are below average. Standards were below average at the time of the last inspection. This is mainly due to pupils not having enough opportunities to use ICT to develop ideas and to give instructions to make things happen. During the past two years the school has concentrated on improving literacy and numeracy, developing teachers' skills in these subjects. Through good forward planning a computer suite has recently been established and intensive training for staff will start shortly. Already teachers are providing pupils with much better opportunities to develop their skills. This is seen in Key Stage 1, where standards are now in line with those expected for the pupils' age.

134. The seven-year-olds enter, save and retrieve work with reasonable confidence; for example as they open files which provide them with illustrations, which they carefully move around the screen as they design Christmas cards. They use different fonts, size and colour when they word process. Pupils import illustrations to illustrate their stories. They use software confidently to create maps of imaginary islands as part of their work in geography.
135. The eleven-year-olds word process reasonably confidently to draft and redraft. They create a class database and use it to find information. Their attainment in using ICT systems to control events and to use simulations is well below average. This is due to the lack of opportunities provided in the past, resulting from teachers not being confident in these areas and pupils having limited access to computers. Pupils have limited opportunities to share information using e-mail.
136. The teaching and learning seen in the computer suite was satisfactory. Teachers are still learning how to make the best use of the suite. Lessons are carefully planned and in the areas being taught teachers have a reasonable command of the subject. The pupils are keen to learn and collaborate well taking turns to use the keyboards. A difficulty in these lessons is the considerable difference in levels of pupils' expertise. Those who have regular use of computers at home have many more skills than those who do not have such access. For example, in a lesson in Year 5 where pupils were learning to cut and paste, a significant minority of pupils already had these skills and tended to do the work for those who did not have them. Teachers are not yet well placed to know the differing levels of pupils' skills, as detailed assessments have not been made. Little direct teaching of skills was seen in lessons in classrooms. Where computers were being used, teacher intervention was to supervise and check that the programs were working satisfactorily. Despite recent improvements, ICT is underused in English and mathematics and most other subjects.
137. Detailed plans are in hand for the development of teachers' expertise, and training is due to start shortly. Planning takes full account of the National Curriculum programmes of study. The timetable for use of the suite does not allow for a long enough session in Key Stage 1 and lessons are rushed.
138. The school is well placed to make the necessary improvements to raise standards. The co-ordinator manages the subject effectively and enthusiastically. Progress since the last inspection is satisfactory.

MUSIC

139. During the inspection it was possible to see music being taught in the two older classes of the school only. There was insufficient evidence to make a secure judgement on the standards being attained. Standards at the time of the last inspection were average.
140. In the lessons seen pupils were practising carols for the school's Christmas concert. Pupils aged eleven were singing in unison and in this aspect of the National Curriculum they were attaining the standards expected for their age. The teaching was good. Clear targets were given to the pupils for improvement as they sang each carol. Identified areas were practised until pupils' singing reached the required standard. Throughout, pupils concentrated well and worked hard to achieve the expectations of their teacher. Pupils were able to sing in tune and to control their breathing in order to hold higher notes and maintain good diction. They noted changes in mood and atmosphere and identified these as being caused through speed (tempo) and volume. Younger pupils in Year 5 evaluate the recording of a choir and are developing their critical listening skills, making comments upon their ability to 'hit the right note.' Although no teaching of

pupils aged seven was seen, the standard of singing by pupils in Year 3 at the age of eight was satisfactory.

141. At the time of the previous inspection pupils aged five to seven were taught by their class teacher, and this remains the school's practice. In Key Stage 2, pupils used to be taught by a part-time specialist music teacher who taught composition with percussion instruments. This was of a high standard and identified as a strength of the school. The school is looking for a replacement specialist teacher in order to maintain these high standards. At present there is no specialist music teacher and for this academic year the headteacher has taught singing to Key Stage 2. This teaching is supplemented through workshops by visiting groups.
142. At present there is no permanently appointed music co-ordinator. There are opportunities for pupils to listen to music in assembly, but these are not taken full advantage of on a regular basis, for example by discussing the music being played with the pupils or linking the music to the assembly theme. Pupils in Key Stage 1 have opportunity to play the recorder. Residential visits in Year 6 have been used well in the past as a stimulus for composition. There are insufficient planned opportunities for all pupils to extend their experiences of music from other times and cultures, possibly through linking with other planned areas of the curriculum. There is an after-school choir which supports the singing in the school well. Pupils are provided with some opportunities to perform and to attend performances outside the school. There are sufficient percussion instruments in the school, but a lack of supportive teaching materials for the non-specialist teachers of the younger classes.

PHYSICAL EDUCATION

143. The standards attained by the seven and –eleven-year-olds are in line with those expected for pupils of these ages and are similar to those reported at the time of the last inspection. Pupils with special educational needs have full access to the curriculum and make satisfactory progress.
144. Pupils at the age of eleven are working at appropriate standards for their age in aspects of gymnastics and respond well to the good teaching. They have a good understanding of balance positions and the majority of the pupils hold their balance well. Pupils worked individually and were able to sequence three actions, a roll, a balance and a jump correctly. They understand that presentation such as the manner in which the sequence is finished is important. The majority of pupils achieve their twenty-five metre swimming badge by the time that they leave Year 6. Standards in rounders at the end of Year 6 are high. The school is proud of its achievement of winning many local inter-school rounders competitions for many successive years.
145. Pupils aged seven were seen in their first games lesson of the year using uni-hoc sticks. Pupils are at the first stages of controlling the ball with the stick, learning how to stop the ball and then to move it forward. Teachers help pupils effectively to control a ball satisfactorily as they roll it to a partner. Other pupils are able to use their hands as a bat. These pupils can stop the ball and direct its movement, as a precursor to using the uni-hoc sticks. Pupils make good progress.
146. Overall, teaching and learning are good. Lessons were well planned and part of a unit of work in accordance with the school's planning. Demonstrations are very good in gymnastics lessons and good in some games lessons where pupils are shown, for example, how to hold a uni-hoc stick correctly. These demonstrations give pupils targets to aim for and help pupils to make good progress. In the better lessons, pupils' previous learning was well used and extended through

suitable practice routines. Time was well managed so that each element within the planning was developed. Teachers set a good example when they dress appropriately for physical education and the pupils respond well wearing appropriate clothing. Teachers remind pupils of safety elements. In all of the lessons observed, pupils were given satisfactory warm up exercises, but no mention was made of the effects of exercise on their body. The pace of the lessons was consistently good.

147. Where the teaching was good, there was good control of the pupils, who have developed good habits such as not running to collect equipment. All teachers had a good knowledge of the subject. Teachers of younger pupils used support assistants well to demonstrate to pupils, and to help individuals increase their skills in controlling the movement of a ball. These teachers make the tasks appropriately challenging to older pupils in Year 2 by providing them with smaller balls. In all the lessons seen pupils with special educational needs are fully included and they make progress appropriate to their ability and similar to all the other pupils. More-able pupils are asked to demonstrate to the class but are not given more challenge to their activity.
148. Pupils' attitudes to physical education are good. They change quickly and quietly and wait in an orderly manner for their peers. Pupils listen carefully to the teachers' instructions and respond with alacrity. They work hard and try their best, working with effort and concentration and perseverance. Older pupils are very considerate of each other's needs when working on small mats.
149. The subject co-ordinator is newly appointed and intends to revise the school's curriculum to meet the needs of Curriculum 2000. In many of the planned units currently used there are assessment statements but teachers are not yet using these consistently. Outdoor pursuits are taught effectively during the residential visits. The co-ordinator does not have opportunity to monitor other teachers' lessons. Team games and competitive sports are well supported by the out-of-school clubs and competitions. Resources are generally sufficient but in the gymnastics lesson the size of the mats restricted the distance pupils could travel whilst performing a sequence.

RELIGIOUS EDUCATION

150. Standards at the end of each key stage are broadly in line with the expectations of the Wolverhampton Agreed Syllabus. Standards are similar to those reported at the time of the last inspection.
151. Pupils' recorded work, especially at the end of Key Stage 2, goes well beyond the work described in the previous report. Teachers now make good use of opportunities to engage pupils in using different styles of writing; for example the use of bullet point notes to record their findings of the chronological events leading to the Nativity, pupils' own 'Ten Commandments' and an account of a talk about a visitor's pilgrimage. Pupils across the school have a sound understanding of the significance of Christian festivals such as Advent, Christmas and Easter. Aspects of other world faiths are studied, particularly festivals that involve pupils of those faiths being studied. Pupils have a sound understanding of significant events in other religions. This contributes to pupils' cultural development.
152. Two lessons were observed during the inspection, one in each key stage. These were satisfactory. Both teachers displayed sound subject knowledge in relation to the themes being presented, and each accepted opportunities to develop pupils' vocabulary or to correct misplaced understanding. In each lesson, but in differing contexts, pupils showed satisfactory knowledge of the Christian festival of Christmas. Effective use was made of the opportunity to introduce

pupils in Year 3 to the idea of journeys and pilgrimages made by followers of other faiths. Sound use was made of readings by teachers to illustrate their teaching and to aid learning. The teacher of a mixed Year 1 and 2 class sympathetically corrected a younger pupil's assertion that the depicted angels were fairies. The story of St Bernadette of Lourdes was used well to question pupils' ideas beyond the mere telling of the facts; for example to explain how Bernadette's faith led her to follow Our Lady's instructions. In this respect teaching has improved since the last inspection. Pupils responded well to the subject. They listened attentively, answered questions and offered their own ideas willingly. Pupils' satisfactory learning was a direct result of being presented with interesting subject matter at an appropriate steady pace which also provided sound opportunities for spiritual development.

153. The headteacher is acting as the co-ordinator pending a new appointment from within the staff. She has given considerable thought to the development of the subject in terms of its potential links with other subjects; how to involve members of other faiths in the work of the school, how the process of learning about religions can become learning through the study of religions. There are good links established that encourage pupils' social and moral development. These include inviting physically-disabled adults into school for a day to interact and to talk to children about their lives, and talks given by members of local charitable organisations – most recently Help the Aged. There has been steady growth in the acquisition of reference books, video films and artefacts to enrich teaching and learning. The subject is in the relatively early stages of redevelopment but a good start has been made to enhancing its status within the curriculum.
154. The improvement since the last inspection is satisfactory. The use of the locally agreed syllabus has broadened and given more depth to the curriculum, that has led to improved teaching. Arrangements for assessment are underdeveloped.