

INSPECTION REPORT

ROWLEY HALL PRIMARY SCHOOL

Rowley Regis

LEA area: Sandwell

Unique reference number: 103955

Headteacher: Mrs C.Hurley

Reporting inspector: Mrs J Clemence
22629

Dates of inspection: 9 – 13 October 2000

Inspection number: 225014

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Windsor Road Rowley Regis Sandwell
Postcode:	B65 9HU
Telephone number:	0121 559 1400
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Appropriate authority:	Governing body
Name of chair of governors:	Mr R Downing
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Jayne Clemence 22629	Registered inspector	Equal Opportunities	What sort of school is it?
			The school's results and pupils' achievements
			How well are the pupils taught?
			How well is the school led and managed?
Rosalie Watkins 9086	Lay inspector		Pupils' attitudes, values and personal development.
			How well does the school work in partnership with parents?
Christine Balson 23958	Team Inspector	Mathematics	
		Art	
		Music	
		Special educational needs	
Norman Burslem 22746	Team inspector	Science	How well does the school care for its pupils?
		Information and communication technology	
		Design and technology	
James Elliott 20712	Team inspector	Under fives	
		History	
		Geography	
		Religious education	
Patricia Wootten	Team Inspector	English	How good are the curricular and

22654		Physical Education	other opportunities offered to the pupils?
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The inspection contractor was:

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Inspection Quality Division
The Office for Standards in Education
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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rowley Hall is a large primary school with 448 pupils; 224 boys and 191 girls, including a nursery with the equivalent of 33 full time places. The majority of pupils are from white ethnic backgrounds and a small number of pupils come from Black-Caribbean, Indian and Pakistani heritage. The largest of this group being from an Indian ethnic background. A very small number of pupils speak English as an additional language, and none qualify for additional support. 33 per cent of the pupils are identified on the school's register for special educational needs, a figure that is much higher than that found nationally, and three pupils have statements of special educational needs. The majority of those pupils on the special educational needs register have moderate learning, or emotional and behavioural difficulties. The school is one identified by the local authority as providing Enhanced Learning Provision, specifically for pupils with special needs. 22 per cent of the pupils are known to be eligible for free school meals- a figure that is broadly in line with the national average. The school is surrounded by local authority housing and a few homes are privately owned. Overall, the attainment on entry is below that found nationally, particularly in speaking and listening skills.

HOW GOOD THE SCHOOL IS

Rowley Hall is an effective school with many good features. Pupils achieve standards that are in line with national expectations in many subjects, and in some examples, standards are above, due to the good teaching in many parts of the school. The leadership and management are effective in setting priorities for continued improvement and the school provides good value for money.

What the school does well

- The positive ethos enables pupils to understand the importance of respect, hard work and effort in order to improve; the pupils have good attitudes, behave well and settle quickly to work;
- The good leadership by the headteacher and senior management in raising standards;
- The Early Years provision is high quality and ensures children establish good work habits, make good progress and have a secure foundation to school life;
- The quality of teaching is a strength in many areas of the school enabling pupils to make good progress;
- Pupils with special needs make good progress due to the appropriate provision in classes, and effective support given by special needs support assistants
- The extra activities beyond the school day provide a varied and rich addition to the pupils' education and learning opportunities;
- The good opportunities in music and information technology mean that many pupils achieve beyond national expectations in both areas;

What could be improved

- Health and safety issues relating to the unsafe aspects of accommodation;
- The quality of teaching at the lower end of Key Stage 2 has weaknesses that impact on the pupils' progress;
- Standards in English, particularly in writing and handwriting are not high enough; coordination lacks rigorous monitoring of standards, and tracking of the pupils' progress ;
- The leadership of mathematics does not provide a suitably robust model for teaching;
- Assessment procedures and use of information, in order to track pupils' progress more precisely;
- Standards in physical education that are below national expectations.

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 June 1996, and was seen to be successful in many areas. Since then, there has been satisfactory improvement. Weaknesses were identified in procedures for assessment, the quality of teaching in some parts of Key Stage 2, and the strategic role played by the governing body. There has been considerable improvement in procedures for assessment, although some elements require further development. The governing body is active and involved fully in decision making, monitoring and evaluation, and this is an improvement. Weaknesses in teaching from the previous inspection have been addressed, but new areas of weakness have emerged since that time. Teaching therefore has weaknesses that are yet to be fully eradicated.

STANDARDS

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

Performance in:	compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	C	E	B	A	well above average A above average B average C below average D well below average E
Mathematics	D	D	D	C	
Science	E	E	E	E	

The children in the nursery and reception classes achieve standards that are at least in line with expectations nationally and exceed them in personal, social and emotional development. Since the last inspection, at the age of seven, standards in reading, writing and mathematics have improved. In all other subjects, the pupils' achievement in Key Stage 1 is good, because of the good teaching. Standards of attainment have improved further since the previous inspection. The standards achieved by pupils at the age of eleven have fluctuated more over time. In English, for example, they moved from in line with the national average in 1997, to well below in 1998 and above average in 1999. Standards in the pupils' writing and handwriting remain a relative weakness. In mathematics, standards were more consistent over time, though overall below the national average, and in line when compared with other similar schools. In science, standards achieved by pupils were well below until very recently, when there has been a significant improvement in the proportion of pupils achieving the national average and a greater proportion achieving higher Levels. The school sets realistic and challenging targets. In relation to their previous attainment, pupils are making at least satisfactory progress and those with special needs often make good gains in their learning as a result of the effective teaching. Standards achieved by pupils at the lower end of Key Stage 2, particularly in Year 3, are not consistently high enough, because of the weaknesses in teaching.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils understand the importance of effort and take care and pride in their achievements. Children in the nursery settle quickly.
Behaviour, in and out of classrooms	Good; pupils show courtesy and respect for one another and adults in class and around the school. They settle quickly to work.
Personal development and	Good; pupils show a growing maturity and take responsibility willingly;

relationships	relationships are very good and there is a high degree of social harmony regardless of differences in background and achievement.
Attendance	Satisfactory; most pupils arrive promptly to start their work.

The pupils' good attitudes and behaviour make a positive impact upon their learning and progress. They realise the importance of concentration, following instructions, and applying themselves in order to improve further.

TEACHING AND LEARNING

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

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 has good features in many areas of the school, particularly in the foundation stage, Early Years, Key Stage 1 and upper end of Key Stage 2. Overall, 91 per cent of the teaching was satisfactory or better; 41 per cent was good; 18 per cent was very good and three per cent was excellent. Seven per cent of the teaching was unsatisfactory and two per cent poor. The teaching in literacy and numeracy is effective; it is based on the National Numeracy and Literacy Strategies, and has a positive effect on raising standards. Teaching in the nursery and reception is good overall, with a high proportion of very good teaching. This has a very positive impact on the children's achievements and accounts for the good start they have to school life. In Key Stage 1, teaching is good overall with a significant minority of very good and excellent teaching. Teachers have high expectations of the pupils and set challenging work. The good teaching in Key Stage 1 builds systematically upon the pupils' previous knowledge and skills. In Key Stage 2, teaching is satisfactory overall but varies widely from excellent to poor. Teaching at the upper end of Key Stage 2 has many strengths, with a high proportion of very good and excellent teaching in Years 5 and 6, where time is used efficiently, activities challenge the wide ranging needs of pupils and plenary times are organised effectively. There are weaknesses in teaching at the lower end of Key Stage 2, occasionally in Year 4 but particularly in Year 3, linked to unsatisfactory pace, low expectations and ineffective management of the pupils' behaviour. The very good, and occasionally excellent teaching in Upper Key Stage 2 is compensating considerably for some weak teaching in Lower Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum is broad and balanced. There is good provision for the foundation stage and effective strategies for literacy and numeracy.
Provision for pupils with special educational needs	Good; the pupils are identified appropriately, have specific targets and work is well matched to their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; the provision for pupils' spiritual development is satisfactory; social and cultural provision is good and provision for moral development is very good.

How well the school cares for its pupils	The school provides good support and guidance for pupils. Procedures for assessment are satisfactory, although there are aspects, including sampling the pupils' work, tracking their progress and identifying individual targets that are to be further developed.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership. The senior management team, including deputy headteacher and key stage coordinators are effective. There are weaknesses in the leadership of mathematics, and coordination of English.
How well the governors fulfil their responsibilities	Good; the governing body is ably led, and governors understand their roles and responsibilities. They carry out their duties effectively and take an active part in making strategic decisions.
The school's evaluation of its performance	Satisfactory; the senior management and governing body have regular meetings to discuss the impact of actions upon standards and the quality of education. Monitoring is systematic and strategies to eradicate weaknesses in teaching are in place.
The strategic use of resources	Good; Finances are used efficiently to provide suitable staffing and learning resources. The governors apply the principles of best value for money, emphasising quality as well as cost in their decisions.

Some parts of the accommodation are poor, particularly, though not exclusively, the temporary classrooms. The leadership and management give high priority to raising standards further. There is insufficient monitoring of standards and the pupils' progress in English, and the leadership of mathematics does not provide a robust model in teaching. The headteacher and governing body apply the principles of best value rigorously.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school • Their children make good progress • The school expects their children to work hard • Behaviour in the school is good • The school is well led and managed • The school is helping their children to develop a sense of responsibility 	<ul style="list-style-type: none"> • Some parents would like their children to have more homework • Some parents would like more information about their child's progress • Some parents would like a better range of activities outside school

The inspection team agreed with all the positive comments identified by the parents. Inspectors, on further investigation, found there to be a wide range of information provided about the pupils' progress, including regular meetings for parents to discuss children's work. In addition, inspectors judged that the school provides a rich and varied range of activities outside of lessons. The amount of homework varies across the school, and some parents are not aware how this is organised. The inspection team agrees with parents that there should be greater clarity about the amount and frequency of homework set.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Since the last inspection, standards in infant classes have improved steadily in English, mathematics and science. Effective teaching in Years 1 and 2 means that the pupils' achievements are good. Standards have been maintained and improved further since the last inspection and are at the levels expected for seven year olds, at the end of Key Stage 1. The standards achieved by junior pupils in Year 6 have shown some variation since the last inspection. In English, for example, they moved from being in line with schools nationally in 1997, to well below in 1998, with a further move to being above average in 1999. Standards in the pupils' writing and handwriting are still a relative weakness in Key Stage 2 when compared with other aspects of English. In mathematics, standards have been more consistent, though remain below those achieved by schools nationally. In science, there has been a significant improvement recently with pupils achieving higher Levels at both Key Stages 1 and 2.
2. On entry to school, the children's attainment is often below what is seen elsewhere nationally. Children make good progress in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. They make very good progress in personal, social and emotional development and have a good start to their school life. By the time children finish the foundation stage, they attain standards outlined in the Early Learning Goals in all areas, and a significant minority of children exceed these standards.
3. In 1999, at the end of Key Stage 1, the attainment of pupils in reading was above the national average, and the proportion of pupils achieving higher Levels was also well above. In writing, pupils' attainment was close to the national average and the proportion reaching higher Levels was also well above. At the end of Key Stage 2, the pupils' attainment in English was close to the national average, and the proportion reaching higher Levels was above the national average.
4. In reading, by the end of Key Stage 1, many pupils read well-known text fluently, and talk about books and characters with increasing understanding. They make good progress in recognising and reading new words, as well as becoming familiar with books and their lay out. By the end of Key Stage 2, many pupils read well-known classics and express their opinions about different authors with confidence. Pupils make satisfactory progress, although their skills to read for information are not so well developed.
5. In writing by the end of Key Stage 1, pupils write for an increasing range of purposes, including poetry and letters. They make good progress in their handwriting in Key Stage 1. By the end of Key Stage 2, pupils are writing more extensively for a wider range of purposes, although their handwriting does not develop as consistently as in Key Stage 1.
6. In speaking and listening by the end of Key Stage 1, pupils listen attentively to one another and express themselves with increasing confidence. By the end of Key Stage 2, many pupils can hold conversations between themselves and adults, expressing opinions and clear reasons for their views.
7. In 1999, at the end of Key Stage 1 in mathematics, the pupils' achieved above the Levels expected nationally, although few pupils reached the higher Levels. At the end of Key Stage 2, the pupils achieved Levels below those expected nationally, and the proportion of pupils reaching higher Levels was also below. Inspection evidence showed an improving picture since then. By the end of Key Stage 1, pupils show a good understanding of number, know number bonds to twenty, calculate addition and decomposition of tens and units and realise that subtraction is the inverse of addition. By the end of Key Stage 2, they use a wide range of mental and written strategies to solve problems, record their findings and estimate answers.

8. In 1999, in science at the end of Key Stage 1, the attainment of seven year olds, using national teacher assessments, was broadly in line with the national average and the proportion reaching higher Levels was similarly in line. At the end of Key Stage 2, pupils' attainment was well below the national average and the proportion reaching higher Levels was also below. There have been significant improvements in the most recent national tests in science, with more pupils achieving national expectations, and a greater proportion reaching higher Levels. By the end of Key Stage 1, pupils understand the principle of a fair test and begin to control simple variables such as distance and time. By the end of Key Stage 2, pupils know and name the reproductive organs of plants, and for example, the symbiotic relationship between insects and plants and their importance to one another.
9. In information technology, standards achieved by the pupils at the end of Key Stage 1 are in line with national expectations. By the end of Key Stage 2, pupils achieve standards that sometimes exceed national expectations. This is due to the good quality facilities, effective coordination, and increased subject knowledge gained by teachers to teach IT skills effectively.
10. In religious education, standards are in line with the expectations outlined in the Locally Agreed Syllabus by the end of both key stages. Pupils make satisfactory progress in most parts of the school as they develop a growing understanding of a range of beliefs.
11. In all other subjects, apart from physical education, pupils' achievements are satisfactory, and the standards attained by pupils aged seven and eleven, are in line with what is expected for their age. In physical education, the pupils' achieve standards that are below what is expected by the end of both key stages, because the curriculum is not well planned to build systematically upon their skills and teachers do not have a secure knowledge in teaching the subject.
12. Pupils with special educational needs achieve satisfactory levels in relation to their specific learning difficulties. Many of these pupils make good progress as they work towards clear targets and have work that is well matched to their needs.

Pupils' attitudes, values and personal development

13. Pupils' attitudes, values and personal development are good, as at the time of the previous inspection. They come to school happily in the morning and usually work hard in lessons. They relate very well to each other and to adults, so that the school is an orderly and friendly community.
14. In the nursery the newly joined children settle down and behave very well. They enjoy the stimulating activities and readily join in, because they are managed so well by the staff.
15. In the main school, pupils continue to show a good willingness to join in, and this aids their progress. Many pupils are keen to answer questions. They respect each other's answers and work, helped by the good examples of the teachers. They work together and help each other when this is part of the lesson, for instance when Year 2 pupils are in the information and communications technology (ICT) suite. In all age groups, pupils often show good responsibility in the way they settle down to independent tasks, such as in literacy and numeracy.
16. When teaching is at its best, pupils become totally involved in learning. Pupils settle well and concentrated on writing play scripts about the sinking of the Mary Rose, despite their initial lack of confidence and need for reassurance. When occasionally the pace of a lesson is slow or the content inappropriate, the very good relationships established with staff mean that pupils are generally tolerant and still behave themselves. However, boredom occasionally leads to restlessness and inattention. The pupils' behaviour only rarely becomes unacceptable.
17. Pupils know that they need to follow rules and routines, so that others are happy and the school runs smoothly. In the playground, they cope well with the restriction on space that results from vehicles parked close beside the play area. They willingly help with classroom organisation, as when they tidy resources. Older ones contribute well by the way they carry out their various duties around the school, for instance they act as monitors at lunchtime. However they lack confidence to formulate and put forward their own ideas about school organisation, because there are few opportunities organised for them to do this.

18. Pupils who attend the various extra-curricular activities appreciate the way teachers give time to organise these opportunities and respond with good effort and enjoyment. For instance, as a result of skilled guidance from the teacher, boys in a guitar session showed impressive concentration, as well as pleasure in the progress they made.
19. Helped by 'Our Time together' in assemblies, pupils begin to consider and understand the needs of others in the wider community, such as the people they help by bringing in harvest gifts from home.
20. Attendance is satisfactory, at a little below the average seen in primary schools. It has improved since the previous inspection. Most pupils come regularly and promptly to school, encouraged by teachers' expectations and by the awards for good attendance. A few individuals are often absent without any acceptable reason, despite efforts by staff and the education welfare service. The rate of these unauthorised absences is around the average for primary schools. The low priority given to learning in just a few families underlies much of the unauthorised absence.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching has improved since the last inspection with a higher proportion of good, very good and excellent teaching observed than previously. Overall, teaching for children in the foundation stage and Key Stage 1 is good. In Key Stage 2, teaching is satisfactory overall, but there is a significant variation in quality between the lower and upper end of the key stage. A significant minority of the teaching, particularly at the lower end of Key Stage 2 is unsatisfactory and occasionally poor, whilst an equally significant minority of teaching at the upper end of Key Stage 2 is very good and occasionally excellent.
22. Teaching was satisfactory or better in 91 per cent of the lessons observed across the school. 41 per cent of the teaching was good and 18 per cent was very good. A small amount of teaching in both key stages was excellent. At the foundation stage, 36 per cent of the teaching was very good. This has a very positive impact on the children's achievements and rate of progress. In Key Stage 1, 48 per cent of the teaching observed was good and ten per cent was very good or excellent. In Key Stage 2, 32 per cent of the teaching observed was good and 18 per cent was very good with a small amount of excellent teaching. Teaching was unsatisfactory and occasionally poor in 16 per cent of the lessons observed. This was specifically in Year 3, and occasionally in Year 4.
23. Teachers in the foundation stage have a clear understanding of the children's needs, alongside suitably detailed curriculum plans to meet those needs. They use a range of methods to assess the children, and plan appropriately in the light of information gathered. Strengths in the teaching include very good management of the children, very good relationships, effective routines established from an early age, and suitably high expectations of the children both socially and academically. The resources are well organised and easily accessible; children learn to become independent as a result. The environment is bright, attractive and interesting, whereby children show interest in their surroundings and become increasingly motivated to learn. Children know what is expected of them and learn very good work habits.
24. The good teaching in Key Stage 1 builds effectively on the pupils' previous achievements and learning. As a result, many pupils continue to make good progress and teachers have secure knowledge in the range of subjects, and plan systematically. They manage the pupils effectively and set suitably high expectations for the pupils. Lessons are conducted at a brisk pace, and in the best examples, the summaries are used efficiently to emphasise the learning that has taken place. Pupils develop a genuine enjoyment in learning, for example in Year 1, in literacy, pupils read together with total involvement, their faces alight and reading with expression. The teachers set high expectations for them to concentrate and they made every effort to remember new spellings accurately. Similarly in mathematics in Year 1, pupils develop quick mental strategies for numbers because of the highly effective teaching. The resources are very well organised, enabling lessons to flow smoothly. The learning objectives are known and understood by pupils as they are referred to, and displayed prominently throughout the lesson. Time deadlines are given, adding further sense of urgency and focus to the pupils' learning. In Year 2, for example,

plenaries are used very effectively to emphasize key learning points, and teachers often identify further ways for the pupils to improve. Sometimes this leads to the pupils themselves starting to evaluate their own work, and how they might do things differently next time.

25. Weaknesses in the teaching at the lower end of Key Stage 2 mean that the pupils' good progress in Key Stage 1 is not sustained consistently. Lessons are sometimes slow and poorly paced, with a style of delivery that does not maintain the pupils' interest. As a result they become bored and restless, with the teacher's attempts to manage their behaviour only adding to their lack of interest and purpose. Teaching strategies for literacy, particularly in Year 3, included basic errors in using the overhead projector, obscuring the text, and using the pointer for reading the text too generally. The expectations set were too low and the quality of the learning environment was notably bland, in stark contrast to other areas of the school.
26. Teaching at the upper end of Key Stage 2 has strengths that are currently compensating for the weaknesses at the lower end. Pupils make more rapid progress towards the end of the key stage because of the effective teaching, high standards and challenging questions that are well matched to the wide range of pupils' needs. In mathematics, where the teaching was excellent, in Year 5 for example, pupils learned about probability, the pace was lively and brisk. Pupils became fully involved, and all were prepared to have a go, making good attempts at prediction. The teacher showed good subject knowledge that was reflected in specific and accurate use of mathematical language. The support for pupils with special needs was focused carefully, enabling them to take part fully in the activity and make good progress. Similarly in Year 5, in literacy, high expectations were set for the pupils as they made good attempts at writing. Criteria for good quality writing was explained carefully by the teacher, leading the pupils to understand further the importance of impact, using adverbs and adjectives appropriately to bring their work to life. In Year 6, teachers present the pupils with very good challenges as were seen in a literacy lesson. There were very good opportunities for pupils to extend their vocabulary, and the teaching was energetic and lively. The teacher had a thorough subject knowledge, reflected in the rapid firing of questions. In music, for example, the teaching by the music co-ordinator is enthusiastic and infectious. Pupils have their work evaluated regularly and celebrated in public performances. They make considerable effort to practise and attend extra activities in their own time to bring about further improvement.
27. In most parts of the school, the teaching of literacy and numeracy is effective and is having a positive effect on raising standards. Teachers provide suitable opportunities for pupils to use their literacy and numeracy skills in other subjects, for example science, history, information technology and design and technology.
28. The classroom assistants, including the special needs support assistants make a strong and useful contribution to the pupils' learning and achievements. They have clear roles and move swiftly around the school to provide carefully focused support to individuals and groups.
29. There are many strengths in the quality of teaching in most parts of the school that have a positive impact on the pupils' achievements and their rate of progress. Attitudes towards work are positive, but the weaknesses identified at the lower end of Key Stage 2 are currently impeding the pupils' progress.

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

30. The curriculum is suitably broad and balanced, with an emphasis on the pupils' personal and social development. These judgements are similar to those made in the previous inspection.
31. The curriculum fulfils statutory requirements including those for children under the age of five. The school provides an overall satisfactory and often good quality and range of learning opportunities with the exception of physical education (PE), where insufficient time is allocated and planning for pupils to develop their skills is unsatisfactory. Good use is made of specialist teaching for example in music. The literacy and numeracy strategies and the new requirements for information technology are being addressed effectively, and the school is making good use of national guidelines for subjects.
32. Most subjects have a sound policy statement and are underpinned by at least an outline scheme of work. Where there are weaknesses in policy documentation and schemes of work, such as in PE and English, these are being addressed in the school development plan. The governors have an agreed policy for sex education and drugs education which is taught as part of personal social and health education and the school follows the Locally Agreed Syllabus for religious education(RE).
33. Citizenship has a high priority as part of the school's personal development programme. There is good provision for personal social and health education with the exception of opportunities for pupils to use their initiative and be an influence for change. The curriculum is enriched by a very good range of extra curricular activities, such as photography, drama, netball, 'busy bodies fitness', debate, cycling proficiency, football, and a wide range of musical activities such as music theory, choir, brass band and recorders. Good use is made of the local community and visits to places such the local shops, industries and churches bring learning to life in subjects such as geography and RE. There is good use of dramatisation, for example Christian celebrations such as baptism and weddings, and participation in performances in school and in the wider community create interest and motivation to learn. Visits and visitors such as dancers and musicians all help to extend the good learning opportunities. The school actively seeks opportunities for pupils to take part in competitions such as the annual Times Education Supplement News Desk and the Royal Mail letter writing competition. This motivates pupils to write, and the school has received many positive commendations as a result.
34. The provision for pupils with special educational needs is good and this enables pupils to make good progress throughout school. All pupils have equal access to the curriculum. There are good links with the local community and many regular visitors from local churches and elsewhere visit to lead assemblies. There are constructive relationships with other local schools. The good links with nearby secondary schools enable pupils to make the transfer more smoothly.
35. The school makes good overall provision for pupils' spiritual, moral, social and cultural development and standards have been maintained since the last inspection. There is satisfactory provision for the pupils' spiritual development. In some lessons for example, there are opportunities for reflection about concerns, such as the opportunity to share thoughts when a pupil's grandfather had died, and when the nursery children were taken out to feel the bark of a tree. Some lessons fire the pupils' imaginations and they become totally absorbed in the task. However pupils are given good opportunities to explore their own values and beliefs and gain insights into the beliefs of others. The daily act of collective worship not only complies with the statutory requirements but is seen as a very important aspect of school life. The school uses the term 'Our Time Together' (OTT) to describe these acts of worship and these are very joyful occasions, where pupils are encouraged to be still and reflect while listening to music or prayers often written by their peers. The singing is entered into with great enthusiasm and there is a strong feeling of the school as a community.
36. The provision for pupils' moral development is very good, and as a result, pupils have a very clear understanding of right and wrong. Many assembly themes underpin the school's code of conduct, which is highly visible in the hall and reflected in all aspects of the school. Older pupils hold very strong views about respect for others, regardless of their differences, and take responsibility for their own actions including effort in lessons. There is a strong sense of

citizenship that is fostered successfully, and pupils are encouraged to work for the common good, showing respect and value for one another.

37. The provision for pupils' social development is good. Pupils are given many opportunities in lessons to work together harmoniously. The relationships between pupils and with staff are very good. Staff set a good example in their relationships with each other and in the value they place on individual pupils. The school is a community that includes everyone. The employment of an ICT tutor who has a severe disability, and the excellent relationships and mutual respect between him and the pupils and staff, set an outstanding example for them in later life.
38. The pupils are encouraged to take part in a wide range of extra curricular activities to broaden their social contacts, and the residential visit for the pupils in Years 4 and 6 focus upon academic and creative skills. These provide good opportunities for pupils to take responsibility, and learn to live and work together. Pupils are encouraged to take responsibility from a young age. An excellent example of this was seen in a Year 2 class where a pupil collected and recorded lunch money. Older pupils are expected to take increasing responsibility and many volunteer to do 'jobs' such as delivering mail, selling tuck, or looking after the reception pupils at lunch. However there is no planned provision to ensure that all pupils have equal opportunities to undertake these tasks.
39. Provision for the pupils to gain an understanding of their own culture is good. Subjects such as history, music and art make a good contribution and broaden the pupil's horizons. The harvest celebration and its origins provides a good cultural and religious focus. There are strong links with the local community, and the curriculum is enriched through visits to places such as local churches and museums and other places of interest such as Edgmond. Studies of other world faiths in R.E and celebrations of major festivals such as Divali, open the pupils' eyes to cultural diversity and the impact of religious beliefs on peoples' lives and the school has made good progress in this area since the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. Staff create a friendly, caring atmosphere, so that pupils are happy to be in school. Good practical pastoral support is readily available to all pupils, based on a good understanding of individual circumstances and needs. Academic support, based on assessment of their learning and progress, is satisfactory.
41. The management of behaviour is good. The behaviour policy lays down suitable principles, and these are followed with a good degree of success by all staff, both in lessons and around the school. Pupils with real behavioural difficulties are helped to improve, through strategies in their individual behavioural plans. Relevant input from outside support services contributes to the support for such pupils. Exclusion is included in the structured system of sanctions, but is rightly regarded as a last resort and is only used infrequently.
42. Few worries arise about bullying, as it is dealt with swiftly on the rare occasions it occurs. Pupils are confident that they can report such matters to staff, who will resolve such concerns. Support for other aspects of personal development, together with educational guidance is good. Pupils' willingness to learn is encouraged by the way good work and effort, as well as good behaviour, are recognised and reinforced, for instance in the weekly awards assembly. However opportunities to increase pupils' sense of responsibility for their own learning, by involving them in setting their own individual targets for improved work, are not fully developed.
43. Arrangements for recording and promoting attendance are good. Registration routines are promptly and efficiently completed. Certificates are used to encourage excellent attendance and punctuality. There is appropriate liaison with the education welfare officer over the few individuals with poor attendance. Court action is resorted to in extreme cases, where poor home commitment to education leads to unnecessary extended absences. Recent use of such action has resulted in only limited improvements in attendance.
44. Good attention is given to most other aspects of pupils' welfare. There are a good number of trained first-aiders, who deal capably with any accident or illness. Routines for responding to any child protection concerns are good. The headteacher makes considerable efforts to ensure that

relevant outside agencies are promptly involved when any such matters arise. Health and safety procedures are generally well organised, but the poor condition of parts of the premises gives rise to considerable concern. The way damp pervades the walls of the aged mobile classrooms during wet weather leads to worries about possible electrical hazards, as well as detracting from the learning environment by damaging displays. These concerns were drawn to the attention of the Governing Body. In addition, risk assessment procedures are not robust enough to support consistently safe practice in physical education lessons.

45. The school collects a wide range of suitable assessment data and has developed effective systems to share and evaluate this information from the nursery upwards. There is a coherent system, involving the curriculum co-ordinators, which ensures that the information is communicated fully across the school. Data is analysed and some of the findings are used to target pupils whose levels of achievement are not high enough, for instance, by the setting up of booster classes in the core subjects.
46. The school has addressed a key issue set out in its last inspection report; specifically the requirement to develop the use of assessment opportunities within the context of schemes of work in all subjects. In science at Key Stage One, for example, assessment tasks are now included and at Key Stage Two in the same subject, end of topic tests are now used. However, there are still some foundation subjects e.g. Design Technology which lack assessment entirely. In Information Technology an emergent system is in the course of development.
47. Subject Co-ordinators receive examples of completed work which they alone moderate. This system needs to be extended into joint moderation by teachers across key stages and year groups so that a corporate view and shared understandings of levels of the National Curriculum are achieved. The process would bring several benefits namely: the further raising of teachers' expectations, the sharing of successful teaching methods and the eradication of less successful practice. The highlighting of training needs would also benefit those teachers whose subject knowledge is insecure. The joint moderation process could also help teachers set more challenging work for more able learners.
48. The school has a marking policy, which sets out relevant aims and objectives. In practice, however there is inconsistency in marking. Teachers often record short supportive comments and sometimes offer pointers to improve in defined areas, for example by using punctuation. Evidence gathered from a scrutiny also revealed the use of ticks, rubber stamps and the award of house points that, although being supportive, gave only perfunctory information to pupils. The marking of scripts to indicate spelling errors or missed punctuation, as set out in the marking policy is inconsistently applied. There is no evidence to suggest, either in the policy or in practice that marking plays any part in deciding National Curriculum levels, nor is there evidence that it is used as a formative means of deciding and setting individual targets for pupils.
49. Pupils with statements of special educational needs have their reviews carried out systematically. A wide range of views from other professionals, including speech therapists is clearly set out, as are the curricular and other arrangements to meet the full range of each pupil's needs. Every child with a statement has full access to the National Curriculum

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. There are good links between the school and parents that have a positive impact on the pupils' attitudes towards school life. Staff and governors recognise the importance of building links with parents, and make good efforts to encourage their interest and involvement. Parents express appreciation of the teachers' work and the way pupils learn and make progress. The partnership between the school and parents makes a positive impact on the pupils' standards as parents work cooperatively to support their children's work.
51. There is a well thought out home-school contract that guides the development of partnership with parents, and in keeping with this, a good amount of information is given to them. Letters and notices, and the annual governors' report, keep them well informed about school routines and events. Parents appreciate the way they are now told in advance about the work pupils are to tackle each term, so they can give support at home. This useful flow of information about the

curriculum has been introduced since the previous inspection. Good steps are taken to keep them informed about pupils' progress. They are invited to consultation meetings each term. Staff make good efforts to meet at alternative times with the few parents who do not come to these discussions. Annual reports give a good amount of useful detail about what pupils know and can do, and about the progress they make. Good routines are in place to inform and involve parents in the case of pupils with special educational needs. A small minority of parents is unhappy with the flow of information about the progress that their children make.

52. Parents make a satisfactory contribution to their children's learning. In the nursery they are well involved, for instance by giving staff information about their children's development before they first join. Most pupils in the main school read their school reading book to a family member at home, further supporting their progress in reading. A number of parents are unhappy about homework. There is good information for them about the reasons for homework, but there is insufficient detail about when homework will be given and how long should be spent on it. Parents support pupils' personal development through generous help with charity projects, such as an impressive collection of harvest gifts for a city mission. They also help through the active parents and friends association, which organises social events for pupils and raises funds for extra resources. Several volunteers, including parents, regularly add to pupils' learning by their help in lessons and with preparing resources.
53. A few pupils have homes less supportive of the school's efforts, for instance with regard to attendance and homework, despite efforts to gain their support. Plans are well advanced to help families by offering a series of meetings about parenting, but parents are reluctant to enter into a regular commitment and the take-up has been low.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The leadership and management of the school are good, and strengths from the previous inspection have been sustained. The headteacher provides clear educational direction with good emphasis on raising standards. The deputy headteacher works effectively to support the headteacher. The headteacher and deputy headteacher make a strong and complementary team. The aims of the school are well reflected in every day life, with considerable emphasis placed on providing a stimulating learning environment, raising pupils' achievements and strengthening the partnership between home and school. The school has strong values based upon respect for one another, hard work, effort and pride in personal achievements.
55. The headteacher has a comprehensive understanding of the school's relative strengths and weaknesses and has identified appropriate priorities through the school development plan. The plan is focused on raising standards further, and most actions are effective in meeting the school's targets. Educational priorities are linked closely to financial planning and specific grants are used efficiently, for example the additional funding for the Enhanced Learning Provision (ELP). Time scales for achieving those priorities are known by everyone, but not necessarily recorded precisely. Key post holders, including key stage coordinators and the special educational needs coordinator, work effectively together, share information and ensure the pupils have smooth transitions between stages of their school life.
56. Teachers with responsibilities for subjects are effective, apart from the coordinators for English and mathematics. Due to a long period of absence, some aspects of the English coordinator's role have only recently regained momentum, for example tracking the pupils' progress and sampling their work. The coordination for mathematics has weaknesses as the quality of the teacher's own practice is not sufficiently consistent or robust to provide a role model for others to follow.
57. The governing body is led ably by the chair of governors, who has a clear idea of the school's strengths and weaknesses. The governors are well-organised into committees and play an active part in strategic decision making. The chair of finances pays meticulous attention to the school's spending, and his own expertise is a valuable contribution in this sphere. There are good working links between the governors and the school, for example link governors have been appointed for literacy, numeracy, information and communication technology, and special needs to name a

few. The governors' role in monitoring and evaluation has improved since the last inspection where weaknesses were identified.

58. The headteacher and deputy headteacher monitor the quality of teaching regularly and provide teachers with comments and feedback. This for the most part is effective, and there are suitable strategies for eradicating current weaknesses. The school has followed an appraisal schedule that is now overtaken by the performance management initiative. The senior management and governors reflect regularly upon the impact of the school's actions in relation to standards and the overall quality of education, though this is not always formally documented.
59. Resources are used strategically, for example in reducing class sizes, and supporting pupils with special educational needs. The headteacher and governing body pursue appropriate principles and practice to ensure best value for money; bids, purchases and contracts for work are vetted carefully for quality as well as cost effectiveness. The considerable underspend that currently exists is being saved for the purpose of building improvements. This is appropriate for the school's particular circumstances.
60. There is a satisfactory number of staff who are suitably trained for their work. New staff are introduced to the school's routines systematically and supportively. The school is well placed to support new teachers. Staff supporting pupils with special needs often have additional qualifications that enable them to make a useful contribution, for example in supporting pupils' speech and language skills. The learning resources are satisfactory overall and good in information technology, music and religious education. The school is making good use of new technology for the pupils. There are weaknesses in the resources for physical education as the field is often water logged and unfit for use for most of the year. This impedes the pupils' progress and standards in outdoor activities.
61. The accommodation, though made bright and attractive, has fundamental weaknesses and is poor in places. Parts of the school have cracked and crumbling walls, peeling paint work, persistent leaks and fundamental structural defects that have been identified by surveyors. The glazing and gaps between the roof and walls are currently being attended to. The hall floor is rising in places, though this is due for replacement shortly. Cars are parked too close to the temporary classrooms and in playground space. The additional and temporary classrooms situated in the playground are in a poor condition. Externally, there are boarded areas, insecure steps, faulty fire doors and electrical faults that were temporarily fixed during the week of the inspection. Areas of one of the temporary classrooms have persistent leaks whereby the pupils' work soon becomes damp and crinkled after heavy rain. Pupils move between the main building to poorly presented buildings that appear in a state of declining repair. This does not do justice to the quality of education within the school, nor to the status or image of education in the wider community.
62. The headteacher, senior management and staff are committed, enthusiastic and eager. There is a strong determination towards self-improvement, and the school is well placed to raise standards further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should seek to improve the school further by:

***Addressing the health and safety issues as a priority including:**

- faulty electrics in the temporary classroom;
- inoperable fire doors;
- persistent water leaks;
- unsatisfactory car parking arrangements too close to classrooms and playground.

As referred to in paragraphs 17,44,61

Improving standards and increasing the rate of pupils' progress at the lower end of Key Stage 2 by:

- eradicating weaknesses in teaching, ensuring better pace, greater challenge and effective management of the pupils' behaviour;
- raising teachers' expectations of what the pupils can achieve;
- monitoring the quality of teaching to ensure the required improvements are sustained.

As referred to in paragraphs 16,21,22,25,29,58,89,91,99,133,164

***Further raise standards in English by:**

- establishing and implementing a policy for handwriting;
- improving the opportunities for pupils' extended writing;
- ensure effective leadership, so that the coordinator monitors standards and evaluates trends rigorously in order to plan for future improvement.

As referred to in paragraphs 1,5,56,95,96,98,100

Further raise standards in mathematics by:

- improving the leadership so that the coordinator provides an effective role model in teaching.

As referred to in paragraphs 56,110,113

***Developing assessment procedures by:**

- collecting samples of pupils' work systematically;
- comparing standards across the school to ensure consistency and agreement of National curriculum levels;
- implementing a policy to ensure pupils' work is marked consistently;
- identifying more precisely the targets expected for individual pupils to achieve

As referred to in paragraphs 42,46,48,103,111,130,137,156

The school may also wish to address the following less important weaknesses

***Improving standards in physical education by**

- developing a curriculum that challenges and extends the pupils' physical skills and ensures progress;
- increasing the teachers' subject knowledge;
- extending further the coordinator's role in leading the subject.

As referred to in paragraphs 11,31,60,162,168

* indicates the school is addressing this aspect through its current priorities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	98
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
3	18	41	28	7	2	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)	33	415
Number of full-time pupils eligible for free school meals		99

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		147

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.9

Unauthorised absence

	%
School data	0.5
National comparative data	0.6

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	29	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	29
	Girls	25	25	27
	Total	53	53	56
Percentage of pupils At NC level 2 or above	School	89 (80)	88 (79)	94 (76)
	National	81 (82)	86 (85)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	28
	Girls	25	26	25
	Total	53	55	53
Percentage of pupils At NC level 2 or above	School	89 (79)	92 (78)	88 (79)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	29	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	21	23
	Girls	18	13	13
	Total	42	34	36
Percentage of pupils At NC level 4 or above	School	73 (55)	59 (48)	63 (58)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	22	23
	Girls	20	14	14
	Total	46	36	37
Percentage of pupils At NC level 4 or above	School	80 (63)	63 (55)	64 (63)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	1
Indian	9
Pakistani	2
Bangladeshi	0
Chinese	0
White	333
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	17.5
Number of pupils per qualified teacher	24
Average class size	30

Education support staff: YR– Y6

Total number of education support staff	16
Total aggregate hours worked per week	379

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	5
Total aggregate hours worked per week	114

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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

Financial information

Financial year	99/00
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	£
Total income	805,321
Total expenditure	816,643
Expenditure per pupil	1,823
Balance brought forward from previous year	153,551
Balance carried forward to next year	108,344

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	448
Number of questionnaires returned	110

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	38	1	0	0
My child is making good progress in school.	60	33	4	0	0
Behaviour in the school is good.	45	45	3	2	5
My child gets the right amount of work to do at home.	20	51	12	7	9
The teaching is good.	56	37	4	0	3
I am kept well informed about how my child is getting on.	35	45	14	5	3
I would feel comfortable about approaching the school with questions or a problem.	59	35	4	2	1
The school expects my child to work hard and achieve his or her best.	57	42	1	0	0
The school works closely with parents.	28	56	11	3	2
The school is well led and managed.	49	46	3	2	1
The school is helping my child become mature and responsible.	45	47	6	0	2
The school provides an interesting range of activities outside lessons.	22	39	15	5	19

The parents' views of the school are a reasonable representation. The additional comments made on the reverse of the questionnaire forms are reflected in the questionnaire responses above.

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

63. The school has built on the strengths identified in the foundation stage in the previous inspection. The very good provision for children under 5 in both the nursery and reception classes is having a positive impact on their learning and progress. Children are offered a well-balanced, practical curriculum that meets their needs well.
64. The overwhelming majority of children begin nursery with limited skills, particularly in language and social development. This was apparent during the inspection where children's response to questions was often limited, and difficult to understand. Records kept by nursery staff confirm these findings. Children do however settle into the nursery environment quickly. Their attitudes and behaviour are a credit to the staff with whom they work.
65. By entry into the reception classes children have made good progress in all areas of learning. They enter the main school with skills in all areas, except speaking, that are at, or for a few children slightly above, levels of similar young children in other schools. In the specific areas of mathematical learning and reading skills, baseline assessment results show that these children broadly reach the levels attained by children of the same age, both locally and nationally.
66. By the time children are ready to start Key Stage 1, the majority achieve well, and attain the early learning goals in personal, social and emotional development, mathematical development, knowledge and understanding of the World, physical development and creative development. In the specific area of communications and language, a number of children have not yet attained the appropriate standards. However, in both literacy (reading) and mathematical development, many children have made significant progress and are attaining standards above or well above children of the same age both locally and nationally.
67. Children attend nursery for either a morning or afternoon session, and on transferring to the reception classes, children attend for mornings only for the first two weeks before starting full time. Most of the children in the nursery move into the main school; however the school is popular and oversubscribed, and therefore some nursery children move onto schools elsewhere in the area. Only two of the current children in reception have not previously attended a nursery.

Personal, social and emotional development.

68. Most children enter the nursery with immature personal and social skills. By the time they leave the reception classes, they are nearly all achieving the early learning goals in this area. Children make good progress in this area of their development, and this is due to the hard work and skill of the staff in both the nursery and reception classes.
69. Teachers and nursery nurses praise and encourage children, and offer a variety of rewards for good behaviour and effort including `medals` for children achieving ten good points each week. Throughout both the nursery and reception classes, children relate to their teachers and each other positively. They respond well to the good and very good teaching and leadership and role models of the nursery nurses, and are enthusiastic about their learning. Opportunities to consider others and the environment around them are offered through both class work and collective worship and assemblies.
70. In one lesson, children were shown some litter that had been collected around the school site and asked to consider the effect this could have. During the inspection, the school was collecting for their harvest festival. This was well supported, and celebrated in a very meaningful and spiritual way with children and their parents.

Communications, language and literacy.

71. Children's speech and articulation in both the nursery and the reception classes are immature. In responding to simple questions, some children do not answer at all and others use single simple words or poorly articulated language.
72. Staff model the use of appropriate language across all areas of learning, and develop with the children a good ethic of listening when others are talking. In one numeracy lesson, children were counting on from 1 to 10 and each child who counted a five stood up quickly. Children enjoyed this activity and listened intently to ensure they counted their number correctly. During a story time, all the children in both reception classes came together to share a big book. The children listened well and responded appropriately when necessary.
73. Children are beginning to develop fine motor skills and pencil control in the nursery. One assessment activity included individual pupils having to draw a line within a restricted grid line. Other pupils in the nursery are beginning to use emergent writing, copying the nursery nurses writing of their name onto pictures.
74. Children in reception classes do not begin to bring books home until the end of their first term in school. However they are aware of how to handle books and some can talk about their favourite types of books. By the time children move into Year 1, a significant proportion of them are reading at a level above children of the same age both locally and nationally, and in all respects other than speaking, are attaining the early learning goals for this area of learning.

Mathematical development.

75. Children in the nursery use a computer to help in the development of early numeracy skills. On entry into the reception classes children are at, or slightly above the level of their peers in other schools.
76. In one numeracy lesson, children were seen counting on from numbers 1 to 10. Some are able to recognise the numerals and place these in sequence. Most children were seen repeating both number and colour patterns, and showing a high degree of independence when not working directly with a member of staff. Interactive displays raise the profile of number and mathematics and assist in celebrating children's good work, as with the display on shape seen in both reception classrooms.
77. Good teaching in the reception classes moves these children on quickly and many achieve beyond the early learning goals at the beginning of Key Stage 1.

Knowledge and understanding.

78. As a result of the good teaching, children's achievements are good. They build on a basic general knowledge throughout the foundation stage. Work in other areas of the curriculum helps children to further develop this knowledge. In numeracy, children use cards with different fruit to aid counting on, children learn about these fruits as an integral part of such lessons. In a lesson on litter in the school grounds, children were encouraged to consider the effects of dropping litter and how they could help solve some of these problems. They designed a poster asking visitors to school to use the bins. Scrutiny of planning and previous work indicates that children learn about the area where they live, and what happened to them since they were born. Children regularly ask why things happen and how things work as they develop a genuine curiosity and interest in the world around them.
79. In reception classes, children have achieved well in their studies about where they live, and part of this work included drawing an accurate route from the entrance of the school to their classrooms.

Physical development

80. Teaching in this area is good and accounts for the good achievements made by the children. As a result, by the end of the foundation stage, the early learning goal is met. Play forms an

important part of the curriculum both in the nursery and the reception classes. The nursery is a very bright and stimulating area, with a variety of play activities for children to participate in. A fenced play area comprising of both grass and hard surfaces provides an appropriate outdoor environment. This area is used to full advantage, with opportunities to ride on wheeled vehicles. Children develop increasing control in their movements, and growing awareness of space for themselves and those nearby. The goals for this area of learning are met by the end of the foundation stage.

81. Reception classes use the school hall for physical activities. One lesson used the theme about the sea effectively and imaginatively. Children are able to listen and respond to instructions safely, and use space and equipment sensibly and carefully. Children build on previous learning successfully, and develop a variety of imaginative and creative movement because of the good opportunities and skilful teaching.
82. The use of support staff in physical activities is excellent, and ensures high quality opportunities for children to extend their physical skills.

Creative development

83. The teaching in this area is good and as a result, children make good progress throughout the nursery and reception classes. Both environments are bright and stimulating, and offer children wide-ranging opportunities for expression and creativity. Children's work in all areas of learning is well displayed. By the end of the foundation stage, the early learning goal is met.
84. In the reception classes, children sing simple songs from memory and are able to recognise and play a variety of simple musical instruments. Through play activities, children throughout the nursery and reception classes are able to communicate ideas and thought through a variety of media. In the nursery, regular colour theme days are held when children and staff all wear something of the agreed colour. These are effective and enjoyable ways for children to gain further understanding of colours. By the end of nursery, children recognise some basic colours. Children in the reception classes can sequence simple colour and shape patterns.
85. Provision for children under 5 is a strength of the school. Links between the nursery and the reception, and between the school and home, are well developed. Teaching is never less than good and often very good. Expectations in all aspects of development are very high and children respond to these in a very positive way. The early years co-ordinator has a very good understanding of the foundation stage, and the needs of the youngest children in school. She has a clear vision for the further development of the foundation curriculum.
86. Nursery nurses make a very significant contribution to the high quality learning environment in both the nursery and the reception classes, and together the staff team provides a very good educational foundation for the children.
87. A future initiative to use funding for a national initiative called "Sure Start" for children 0 to 3 years, will enhance the nursery provision even further, and is designed to bring about still more opportunities and progress in provision for the youngest children in school.

ENGLISH

88. Standards at the end of Key Stage 1 and Key Stage 2 are in line with the national average although there are different strengths and weaknesses in the pupils' speaking and listening, reading and writing skills. Standards show continued improvement overall in English, both recently and since the previous inspection.
89. Pupils make good gains in their learning in Key Stage 1, and satisfactory progress overall in Key Stage 2. The pupils' progress is uneven in Key Stage 2; at the lower end in Year 3, progress is sometimes unsatisfactory, due to weaknesses in the teaching. In contrast, pupils often make good or very good progress towards the end of the key stage because of the highly effective teaching strategies.

90. By the end of Key Stage 1, in national tests, pupils' reading was above the national average and writing was close to the national average. By the end of Key Stage 2 the percentage of pupils reading the expected level was close to the national average, and the proportion of pupils reading above that level was above the national average. The pupils' reading skills are better than speaking and listening or writing, particularly in Key Stage 2. In the most recent tests there was a slight fall in reading standards in Key Stage 1, but an overall improvement in writing. In Key Stage 2, the pupils' attainment is significantly higher in reading than in writing. When compared to similar schools, pupils' attainment at the end of both key stages was well above average.
91. Standards in speaking and listening at the end of both key stages are broadly in line with the national average: although pupils in Year 2 and in most lessons in Year 6 show above average listening skills, linked to concentration and a positive attitude towards their learning. Pupils make good progress in the nursery and reception however many start more formal schooling unable to speak clearly or in complete sentences. Pupils continue to make good progress where developing speaking and listening continues to be a high priority. Pupils listen very attentively to instructions, and are keen to respond to questions or say what they think the monster looks like in extended writing, or make suggestions about what should be written in the speech bubbles. Progress in Key Stage 2 is less consistent. In some lessons at the lower end of the Key Stage there is over emphasis on listening and limited opportunities for interaction in some lessons. In the upper key Stage pupils make better progress because they are expected to be more actively involved in their learning. A very good example of this was seen in a guided writing lesson based on Treasure Island.
92. Standards in reading are above the national average at the end of both key stages. Pupils make a good start in the nursery and reception classes, and most have achieved the standard expected on entry to Key Stage 1. At the end of the key stage, many pupils read familiar text fluently, talk about favourite parts of the story and the main characters. However they have limited knowledge about books and authors and struggle to identify a favourite book. Many are able to use a simple dictionary but not confidently, and their library skills are not sufficiently well developed.
93. In Year 6, most pupils read a range of texts appropriate for their age including some well known classics. Some pupils have already attained or exceeded the standards expected at the end of the key stage, and are confident, able readers with distinct preferences in their reading materials and authors. They make inferences, and predict a range of possible outcomes. Pupils with special educational needs make at least satisfactory, and often good progress in relation to their previous attainment.
94. Pupils' progress in reading at Key Stage 1 is good. They build well on the learning in the reception and recognise an increasing range of words by sight. Good progress is made when reading a text together, and when the teacher is guiding the reading. Pupils learn the vocabulary accurately, and understand the layout of books such as author and contents. In Key Stage 2, pupils make satisfactory progress overall and in Years 5 and 6, they often make good or very good progress.
95. Standards in writing at the end of Key Stage 1 are broadly in line with the national average. The most recent national tests show a slight fall in the proportion of pupils achieving higher levels, but an improvement in the overall attainment of pupils. This is reflected in the inspection evidence. At the end of Key Stage 2, standards in writing are less secure although there is evidence of steady improvement overall. Overall, standards are below the national average. This is partly due to the large numbers of pupils with special needs. These pupils are well below average at the start of their final year. However, they make good progress and benefit from the additional literacy support and the organisation of teaching in Years 5 and 6.
96. Pupils' progress in writing is good in Key Stage 1 and satisfactory overall in Key Stage 2. Pupils' progress in Key Stage 2 is uneven and too variable. The good progress made by the end of Key Stage 1 for example is not sustained consistently in Year 3 because of the weaknesses in teaching. Pupils make good and sometimes very good progress in Years 5 and 6 that makes up for lost ground in Year 3. Progress in handwriting is satisfactory in Key Stage 1 but pupils continue to write in pencil in Key Stage 2. This does not assist a mature style, and progress slows as a result.

97. As a direct result of good, very good and sometimes excellent teaching in many lessons, pupils' behaviour is good and they have very positive attitudes towards their learning. Most pupils are highly motivated, concentrate well, and work hard although their pace of written work is sometimes slow throughout the school. Pupils in Key Stage 1 have very good knowledge about their own learning. An excellent example of this was seen in Year 1 when all pupils knew that they must read the shared text about the Monster 'with pace and expression'. Pupils' faces were alight with enthusiasm as they read the text and later wrote in the direct speech of the monster in speech bubbles. Excellent attitudes were also seen in some upper Key Stage 2 lessons, such as the extended writing lesson in the upper set of Year 5. In the minority of examples of unsatisfactory attitudes, they were directly linked to unsatisfactory teaching.
98. The school has implemented the National Literacy Strategy effectively, and this has further reinforced the good standards in reading. The additional time over and above the literacy hour is not always used effectively to impact on the weaknesses in writing. There are insufficient opportunities for modelling group writing and for pupils to write as authors themselves. The successful implementation of additional literacy support throughout the school, is further enhancing the provision for English, and having good impact particularly on spelling. There is a policy statement for literacy. The lack of a clear policy and standard of work for handwriting impacts on the pupils' standards in handwriting. Many older pupils do not yet write consistently in a joined fluent style. The school makes good use of the opportunities for writing given by external competitions such as a national educational newspaper's News desk, and Royal Mail competitions. As a result, the school has been commended justifiably on many occasions for high quality entries.
99. The quality of teaching is good overall although there is a minority of unsatisfactory teaching at the lower end of Key Stage 2. There were examples of very good and excellent teaching in Key Stage 1 and Key Stage 2. The quality of teaching in English has many strengths. Most teachers set high expectations academically and socially. They use a good range of effective strategies to sustain the pupils' interest and promote their learning. Many lessons have a brisk pace and learning outcomes are clearly understood by the pupils. An excellent example of this was seen when pupils in Key Stage 1 were challenged to write speech bubbles for a monster who knocked on the door. These pupils not only tried very hard to complete the task, but also included knowledge from their previous learning about alliterations. Planning for literacy is detailed and comprehensive. The small proportion of unsatisfactory teaching in Year 3 was characterised by a lack of pace and challenge. The management of behaviour was ineffective, resulting in pupils becoming bored and having attitudes to learning that slowed progress.
100. Leadership and management of English is currently unsatisfactory. This is influenced by the long term sickness of the co-ordinator and the fact that monitoring and evaluation of the quality of teaching and pupils progress has not been sufficiently robust. Progress of individual pupils is not sufficiently rigorously monitored, for example, to ensure that they are not only making progress with sight reading, but also developing library skills and the ability to read in order to gain information.
101. Resources overall are satisfactory. Resources for literacy are well organised and provide a satisfactory range of genre for guided reading and shared text. The library areas are also well organised although there are not enough books for older less able readers. There are also insufficient numbers and ranges of dictionaries and thesauruses as tools for writing.
102. Accommodation is unsatisfactory. The library areas are too small and a hazardous step separates the fiction and non fiction in Key Stage 2. The limited space prevents whole class use of the library and impacts on progress in the development of library skills. This is a priority identified in the school development plan.
103. Assessment and record keeping is unsatisfactory overall although the school uses a range of appropriate assessment tools and has collected data banks for each class. The coordinator does not yet sufficiently analyse strengths and weaknesses reflected in national tests and optional mid Key Stage 2 tests to identify areas where improvement is needed in teaching. There is insufficient use of data to identify challenging but achievable targets for improvement and pupils are not always sure about what they need to do to improve their work. This is particularly significant in

writing. Some pupils' portfolios contain examples of recent written work to support the monitoring of progress although this is not completed for all pupils yet. Procedures for monitoring written work are not wholly consistent in order to ensure that all pupils are making the best possible progress. The school marking policy is not consistently applied and although some marking identifies clearly areas for improvement, this is variable. Some marking, although generally supportive, is cursory or too brief.

104. Many pupils develop a genuine appreciation and love of books as they develop through the school. The additional opportunities to extend their drama skills, and school presentations adds to those skills in reading text and speaking and listening.

MATHEMATICS

105. The work seen during the inspection confirms that standards at the age of seven are above average. At Key Stage 2, standards are broadly in line with expectations currently, and there are signs of improvement, particularly in the numbers of pupils likely to attain a higher than average level in Years 5 and 6. Year 6 currently has a significant proportion of pupils with special educational needs and therefore those pupils' attainment is below the national average. The attainment of a significant minority of pupils is in line with national expectations. The school has identified the need to improve attainment for more able pupils and positive measures are now in place. For example groups of pupils are targeted for extra tuition, and a more challenging curriculum is planned to extend those able to attain higher levels.
106. The pupils make good progress by the end of Key Stage 1, and a minority make very good progress. Pupils at the end of Key Stage 2 also make good progress. This is largely because of the effective strategies for developing the pupils' numeracy skills. There is a noticeable dip in the pupils' progress at the lower end of Key Stage 2, where some pupils in Year 3 make unsatisfactory progress, are completing work that is below what was previously achieved at the end of Key Stage 1, and the teacher's expectations are too low.
107. Pupils in Year 5 and 6 are organised effectively into sets, according to their ability, based on regular assessments by the class teachers. Each set follows the numeracy strategy, with work matched carefully to pupils' abilities. The key objectives and the yearly teaching programme for numeracy are followed closely by these teachers. This system is working well. It is beginning to raise standards further, and increasing the rate of progress because the lessons build systematically on previous work. The full impact of setting, linked with the numeracy lesson is yet to be fully realised. It is recognised that the school has 30 percent of its pupils on the register of special educational needs. These pupils find it more difficult to develop the language and reasoning skills of mathematics.
108. At the end of Key Stage 1 pupils show a good understanding of numbers. For example in Year 1, they mentally solve simple money problems to 10 pence. In Year 2, pupils can double numbers mentally, add doubles, and estimate near doubles. They show a clear understanding of number patterns when using a number square to add or subtract 10 beginning at any number. They know number bonds to 20, calculate addition and decomposition of tens and units, and understand subtraction as the inverse of addition. Pupils know properties of 3 dimensional shapes, and the language of measurement such as tallest, shortest, longest, wide and narrow.
109. Pupils in Year 6 already have a good understanding of place value. They add and subtract decimals to two places, and add and subtract negative numbers to two decimal places. They use a range of mental and written methods to solve problems. For example in one lesson pupils used dice with higher digits to determine the numerator and denominator in converting improper fractions. They know the multiplication tables and understand that the inverse process can check answers to division problems. Information technology is used well for work on handling data in Year 6, for example, using graphs, and linking with athletics, pupils recorded the distances they were able to jump. The use of information technology however, does not feature strongly enough in mathematics planning throughout the school.
110. Teaching is good overall in both key stages. In the best examples of teaching, there are high expectations, teachers set challenging activities and pupils with wide ranging needs have well

matched work. This, for example leads to pupils with special educational needs making good attempts at work and providing answers using mathematical vocabulary that demonstrates this understanding. For example using the principles of probability. Good teaching is also characterised by teachers referring to the learning objectives at the beginning of each lesson and returning to them at the end of the plenary session to establish whether successful learning had happened. There are weaknesses in teaching at the lower end of Key Stage 2 because expectations are too low, the pupils are not sufficiently challenged and the work is not well matched to their needs. Some pupils are currently working at a lower level than they achieved only a few months ago at the end of Key Stage 1, because the work is poorly matched to their abilities. This leads to restless and bored pupils who then become inattentive. Their behaviour is not well managed.

111. The teaching in the numeracy sets in Years 5 and 6 is highly effective. Teachers are knowledgeable about the numeracy strategy, and use a standard planning format to carefully prepare work from the yearly teaching programmes. It is matched effectively to the range of ability within the set, with work prepared for different abilities within the larger sets. Teachers are effective in class management. They teach whole class sessions well, asking probing questions to challenge pupils' thinking, give good explanations and involve all pupils. Pupils' responses are valued, encouraged, praised and used so that all pupils enjoy taking part in learning. Homework is given to older pupils on a regular basis. These good teaching skills are evident in both key stages. Marking contains encouraging praise, but other aspects are still too superficial. The quality of marking is inconsistent and some is poor. Teachers need to be more specific when analysing pupils' work during marking, and from this, set individual targets for improvement. Most pupils are unaware of their targets for improvement.
112. Pupils show enthusiasm and interest in their work in most parts of the school, and their attitudes to mathematics are good overall. They understand the importance of effort, perseverance and hard work in order to do their best. For example Year 5 lower attaining pupils were enthusiastic and enthralled by a task of probability, which was in contrast to the lethargic and sometimes restless behaviour in Year 3 due to ineffective teaching strategies and work that did not sustain the pupils' interest adequately.
113. The leadership and co-ordination of the subject is unsatisfactory. The co-ordinator does not have a comprehensive understanding of standards and the pupils' progress across the school. Weaknesses in her own teaching, including mathematics, do not enable the co-ordinator to present a sufficiently strong or positive model for other staff to follow. There is no clear vision of what has to be done in order to raise standards in mathematics, especially in lower Key Stage 2. Although there have been some satisfactory improvements since the previous inspection, the new weaknesses in leadership and coordination are unsatisfactory.

SCIENCE

114. At both Key Stage 1 and Key Stage 2 standards are in line with the national expectations. Pupils in Year 2, at the end of Key Stage 1, have grasped the basic concept of a fair test, and in practical work they are beginning to control simple variables such as the distance from a sight reading test. In Year 6, at Key Stage 2, pupils identify and name the various reproductive organs of plants. They are beginning to understand the functions of these organs and how the symbiotic relationships between insects and plants are important to both.
115. Standards at Key Stage 2 are rising and the marked difference between the two key stages, described in the last inspection report, is no longer apparent. Standards have improved in each year since the last report and the rate of improvement is likely to be at least maintained judged on the evidence collected in this inspection
116. Pupils of varied abilities, including those with special needs, work well together in all year groups. Occasionally some are unsure how to record their findings but all sustain their concentration well and remain on task.
117. Teaching is satisfactory in Key Stage 1, and good overall in Key Stage 2. For the most part, teachers have high expectations and they set challenging tasks which motivate pupils. In Year 1, for example, resources were well chosen to support the pupils' understanding about exercise and healthy eating and the teacher extended their language skilfully to describe the changes in their bodies after jogging for one minute. In Year 6, for example, explanations were clear and used specific scientific language about pollination and dispersal of seeds. There was a useful recap of the learning from previous lessons and pupils quickly named parts of plants and flowers with accurate labels. The summary of the lesson was used effectively, not only to emphasise the learning, but also providing pupils with good opportunities to evaluate their own work. This resulted in the pupils having a clear idea of ways to improve their work in the future. Teachers make sure they use exact scientific terms. Pupils respond well to science throughout the school. They make satisfactory progress in Key Stage 1, and good progress in Key Stage 2, towards meeting the learning objectives. There is good use of the pupils' literacy skills in reading scientific vocabulary and in their numeracy skills, for example when making observations and recording their findings in graphs and numerical charts.
118. There are a number of suitable initiatives designed to raise standards. Older pupils at the end of Key Stage 2 for example, on the borderline between Levels 3 and 4 of the National Curriculum, can join a science club designed to boost their attainment. The school has formed useful links with two local high schools. This initiative links pupils effectively at the end of their primary school with the beginning of the secondary school, and involves Years six and seven. The aim of the initiative is to raise standards in both year groups. It could usefully be extended by joint moderation of work of both year groups by both schools. The school has an environmental education co-ordinator who is able to liaise effectively with the co-ordinators for science and geography, to ensure environmental matters are included systematically across the curriculum.
119. There is a comprehensive scheme of work for science, which covers all aspects of the National Curriculum. At Key Stage 1, some assessment tasks have been incorporated usefully into the scheme. Teachers in Key Stage 2 set tests at the end of topics as a means of assessment. However, assessment is not always used consistently to inform planning. The science co-ordinator collects work which she alone then moderates. This process needs to be extended so that all teachers are involved. This would bring a number of benefits, including teaching staff sharing an understanding of National Curriculum levels in the subject. The process would also help identify training needs and help teachers set appropriate targets for individual children.
120. Marking of written work is usually limited to supportive comments. Some marking is perfunctory being limited to ticks or rubber stamps. Occasionally teachers indicate areas for improvement, but there is no evidence of marking being used to record levels of attainment.
121. The science coordinator is effective and understands the relative strengths and weaknesses in the subject. From time to time, the co-ordinator monitors teaching in classrooms. So far she has been into the reception class and at some time in the future will include monitoring in Year 1. Other higher school priorities have limited her opportunity for monitoring. However as priorities

change she is keen to set up a more formal system of monitoring as the school amends its practice to cater for Curriculum 2000.

122. The school has adequate resources for teaching science. The library has a variety of sections, which contain Science information books. A scrutiny of the shelves revealed that about 500 up-to-date information books in good condition related to science.
123. Most science lessons are delivered in classrooms. At Key Stage 1 they provide adequate space but in some Key Stage 2 rooms space is at a premium and this impacts on lesson organisation, particularly when practical work is attempted. Teachers are able to plan around these constraints effectively.
124. There has been good improvement since the previous inspection, most notably in the standards achieved by pupils and the significant rise in pupils achieving higher Levels in science by the end of Key Stage 2.

ART

125. At the end of both key stages, standards are in line with national expectations. There are some examples of pupils achieving above national expectations. These standards have been maintained successfully since the previous inspection.
126. There is a systematic approach to the teaching of skills such as observational drawing and printing techniques that are developed well as pupils progress through the school. For example Year 1 pupils used pencils, crayons and pastels with good effect to create their observational drawings of still life flowers. Year 2 pupils produce excellent work in the style of Claude Monet's paintings using mono printing techniques. Year 6 pupils produce commendable pressed prints through the development of their original pieces of collage, which are translated into more detailed pencil drawings. These in turn are subsequently used to inspire a printing plate of cut polystyrene, and this is finally used to print rotational patterns showing an understanding of line, tone and texture.
127. The works of well known artists such as Claude Monet, and Breughel are used effectively to inspire new ideas. Year 2 pupils for example studied Claude Monet paintings before attempting their own prints in that style. Year 5 pupils studied paintings by Breughel before successfully attempting sketching techniques using tone.
128. Work of good quality displayed around the school demonstrates that pupils explore line, pattern and shape appropriately. Collage materials and paint are used sensitively, showing pupils' understanding of how to mix colours in order to gain the best effect.
129. The quality of teaching is satisfactory throughout the school, and contributes well to pupils' learning. In the lessons observed, careful planning was in place and there was good organisation and use of resources. The use of accurate language related to art, the effects of light and dark, contrast, tone and texture, encourage pupils to observe paintings critically, and relate this to their own work and how it might be improved. The well chosen activities interest the pupils and motivate them to work with care and strive to produce their best work.
130. The subject is led satisfactorily. The current scheme of work offers useful guidance in order to help teachers' planning, and is being revised to meet the most recent requirements. The co-ordinator ensures that good resources are maintained and keeps a portfolio of exemplar work to demonstrate progress across the key stages. However there are no arrangements for assessing and monitoring individual pupils' progress. There has been satisfactory improvement since the previous inspection and strengths identified at that time have been sustained.

DESIGN AND TECHNOLOGY

131. Standards at Key Stage 1 are in line with national expectations. Pupils in the reception class decide which design and technology (DT) activity they prefer. They know what they want to make and can use simple tools. They can describe what they have made. In Year 2, pupils produce simple plans for ways of helping Incy-Wincy spider climb up the spout. The plans show an understanding of simple machines. Pupils can annotate their designs accurately.
132. Standards in Key Stage 2 vary widely. Some pupils in Year 5 show attainments above the national expectations, whereas others in some parts of Year 4 for example, are well below. Taken together standards overall are in line with the national expectations.
133. Pupils in Year 5 carefully produce their own design for a shaduf (an Egyptian irrigation machine) They have the capabilities to use a range of tools, including saws, measures, clamps, glue guns and soft wood, safely to make their own versions. They gain valuable insights into the use of levers and the principle of movement. They are able to evaluate their models and suggest improvements. In a Year 4 class, in contrast, pupils engaged in making a model Tudor house had too few opportunities to work out their own design. They worked solely to directions given by the teacher and showed limited understanding of the model's structure. In the parallel Year 4 class, a more open ended teaching approach offered pupils a much more stimulating challenge. There is good use of the pupils' literacy skills as they read and follow instructions, research types of buildings in history from books, and evaluate their work more formally. Their skills in numeracy are also developed effectively, for example, as they measure accurately the materials required, learn the importance of angles and right angles for making straight walls, and count the required number of windows for their models.
134. Compared with the last inspection report, standards at Key Stage 1 have at least been maintained. At Key Stage 2 standards have also been maintained, but in Year 4, some weak teaching has allowed standards to slip. Resources at Key Stage 2 have improved and computers are now used to generate designs for older pupils
135. Teachers in both key stages integrate design technology effectively with other subjects for example history. When planning is rigorous, appropriate tasks are set, pupils make satisfactory or better progress. However there is evidence that sometimes pupils lose out with this approach when expectations and tasks are inappropriate and teaching is overprescriptive.
136. In both key stages, pupils enjoy design and technology lessons. They take turns and work collaboratively even in those lessons where tasks were insufficiently demanding.
137. A teacher in Upper Key Stage 2 for design and technology has taken part in a teacher placement scheme with a local firm. Pupils have been usefully involved, and the experience for both has been rewarding. Expectations for the subject have been raised for pupils at the top end of Key Stage 2. The co-ordinator has taken the lead in revising the policy in the light of curriculum 2000. The present scheme of work dating from 1998 does not provide for pupils' skills to be developed systematically. There is no assessment procedure to decide levels of attainment. This weakness does not help teachers set consistent learning objectives and in part, accounts for the variation in attainment seen in Key Stage 2. Development work, now in hand, includes both assessment and monitoring opportunities.
138. There is an adequate supply of resources in both key stages. The amount and variety of resources at Key Stage 2 has improved since the last inspection. Most lessons in design and technology take place in classrooms and for older pupils space can be restricted. However pupils work well together and this is not a big problem. The restricted space does mean that there is little storage space for models whether wholly or partly completed. There is a small section in the library devoted to Technology. At the time of the scrutiny, suitable books were in the section. All were up-to-date and in good condition.

GEOGRAPHY

139. Due to the organisation and planning of history and geography in the curriculum no geography teaching was seen during the inspection. Judgements are therefore based on the scrutiny of

pupils' work, display and photographs, talking with pupils, analysis of teachers' planning and discussions with staff.

140. Standards on entry into Key Stage 1 are in line with pupils of the same age nationally. This attainment is maintained at the end of both Key Stages 1 and 2. The full range of the programmes of study for geography in the National Curriculum is enhanced by local studies outside of school and a year 6 residential trip to a field centre.
141. Pupils in Key Stage 1 are given suitable opportunities to study the weather, using simple maps and plans. Children are able to use both block graphs and line graphs as well as pictograms to represent their work accurately. This work is complementary to their work in numeracy. In Key stage 2, pupils undertake a variety of local studies that increase their knowledge of both their own area and localities further afield. They develop an increasing geographical vocabulary and this makes an effective contribution to their literacy skills.
142. Resources for geography are satisfactory and well used. The co-ordinator leads the subject effectively and with confidence, and is supportive of staff throughout the school. There is a scheme of work and policy statement, which enable teachers to plan thoroughly and ensure that pupils are given appropriate learning opportunities. Improvements since the previous inspection have been satisfactory.

HISTORY

143. By the end of both Key stage 1 and Key Stage 2 standards are in line with national expectations, with some pupils achieving higher standards at the end of Key Stage 2. This is consistent with the standards reported in the previous inspection.
144. Teaching in Key Stage 1 is at least satisfactory with some good practice. In one lesson pupils watched a video about Louise Braille. The teacher constantly stopped the tape in order to expand on the content and ask and raise appropriate questions. In Key stage 2 teaching is never less than satisfactory and is often good or very good. In one lesson pupils were set a task to find out as much as they could about transport in the 1930s. Pupils worked collaboratively in groups to draw up a fact sheet on the subject and share this with the rest of their group. In another lesson children were asked to empathise with people caught up in the depression of the 1930s and to set a freeze frame drama scene as a basis for questions and discussion.
145. Learning throughout the school is always satisfactory and in the majority of cases good. Good learning takes place where pupils are given independence to pursue their own lines of study and lessons move at pace. Teachers and pupils use questions in these lessons to provide a greater insight into the way people lived in the past. Some pupils at the end of Key Stage 2 are able to achieve higher standards as a result of being challenged to look deeper into the subject and put themselves in role. The work of pupils throughout the school is attractively displayed celebrating children's achievement.
146. History makes a significant contribution to the development of literacy skills through discussion and debate and to numeracy through the understanding of chronology and sequence.
147. Pupils' attitudes towards the subject are satisfactory in Key stage 1 and often good in Key Stage 2. Pupils respond positively to teachers' high expectations and the levels of independence given to them to study topics in depth. They relate well to one another, work as teams and use equipment with care and consideration.
148. Resources for history are satisfactory and well used. Visitors such as the 'Vikings' whereby adults and pupils are dressed in Viking costumes, and visits out to local museums and study centres often enrich the curriculum.
149. The co-ordinator has a clear view of the developments within the subject and leads other staff positively and with confidence. Good use is made of the coordinator's own knowledge and expertise in other areas of the school. Improvements since the previous inspection have been satisfactory.

INFORMATION TECHNOLOGY

150. Standards at both Key Stage One and Key Stage Two are generally in line and sometimes exceed national expectations in information and communications technology (ICT).
151. Pupils in Year 2 can log on, load, save and retrieve work with increasing independence. They are able to change up to three variables when dealing with text. They can evaluate their work and make amendments to improve its presentation before printing a final version. Pupils in Year 5 are able to use the word processing facility to set down their own advertisements. They can amend and edit their texts effectively and, working in partnership with others, come to a consensus on how best to present a final version. Year 6 pupils make good use of desktop publishing to produce lively, interesting class newspapers, which incorporate pictures, cartoons and photographs as well as text. Recently, in a national competition the school was awarded a highly commended and a commended certificate from the Times Educational Supplement Newsday 2000 competition. This was the fourth year in succession the school has received such a certificate.
152. The school has improved the effectiveness of ICT across the curriculum since the last inspection. There is now a computer suite which accommodates 13 networked machines, with another machine, also networked, being situated in an adjacent area. This facility provides good opportunities for concentrated keyboard and mouse skills across key stages. Its use has lifted expectations for pupils and teaching staff alike.
153. The teaching observed in the inspection is good overall in both key stages. All teachers showed a secure knowledge and confidence in ICT. They are able to set challenging, relevant tasks that excite and motivate pupils. Pupils too showed high levels of self-confidence. They work well, with lower attaining pupils often receiving appropriate support from their peers and from volunteer helpers who have good skills in ICT. On some few occasions pupils become overexcited, but when this happens teachers have successful strategies for refocusing pupils' attention back to the task in hand.
154. Pupils at both key stages have only rudimentary typing skills. They use one or at best two fingers to enter work. More focus on developing these skills would bring several benefits, the main one being for younger pupils, because research has shown that there is an important link between manual dexterity and developing thinking skills.
155. The co-ordinator for ICT is effective, and has a clear vision of how the subject can be developed to best effect. He has the knowledge, commitment and energy to carry forward the coherent development plan that is currently enriching the full curriculum. Good use has been made of grants e.g. the new opportunities fund to acquire suitable resources. The latest acquisition is a Lego control box that has been financed by the schools parent teacher association. This equipment should make a positive impact on the school's delivery of Design Technology. The classroom assistant who supports information technology makes a valuable contribution to the pupils' learning and has very good relationships throughout the school. His involvement is an excellent example of skilled and sensitive deployment of staff.
156. The co-ordinator has been able to monitor teaching in some classes and he also monitors outcomes by collecting examples of pupils' work. However joint moderation of levels of work is not attempted and this means that assessment does not inform future planning in a coherent way.
157. ICT is well researched. In addition to the computer suite there are separate machines in classrooms with good quality software which helps teaching and learning in a number of subjects. Some of the software in use is designed to help pupils with special learning needs. In addition to computers the school has a range of other suitable up-to-date ICT equipment and peripherals.

MUSIC

158. Standards in music throughout the school are good. At the end of Key Stage 1, the pupils sing tunefully and accurately. They play a range of musical instruments well, maintaining their own rhythms when other pupils accompany them. Pupils know the names of the instruments they play such as tambour and claves. They listen to music from an appropriate range of cultures, and also recognise and name some orchestral instruments.
159. Pupils make good progress throughout Key Stage 2 and build on their earlier skills with the result that at the end of Key Stage 2 they improve their singing and playing, especially in terms of accurate pitch, and good rhythmic awareness. They develop a high level of understanding about how musical styles and instruments are used to communicate moods and effects and compare and contrast different types of music. Pupils play a wide range of tuned and untuned percussion instruments and read and create musical scores. The wide range of extra-curricular and peripatetic activities and performances, further enhances standards in music.
160. Learning throughout the school is good. The pupils make good progress in their ability to read music, maintain a steady beat and create music using compositions involving different musical instruments. Pupils concentrate well, think creatively and discuss how the compositions can be improved. These activities, in Year 6, culminate in a high quality plenary session where pupils perform and record their compositions using instruments, rhythms and styles to good effect.
161. The quality of teaching is good in Key Stage 1, and very good in Key Stage 2. This is the result of specialist teacher knowledge and teaching in the upper Key Stage 2 classes. The standard of work reflects good teaching, especially in the level of knowledge and understanding, well-planned lessons and good resource organisation. Music lessons have a good creative element built into the planning and the quality of teaching directly contributes to the level of attainment and the quality of learning. The pupils' attitudes to music are very positive. In the majority of musical activities, pupils are extremely well behaved and keen to succeed.
162. Music has a high focus at Rowley Hall because of the many occasions when numbers of pupils are involved in public performances, including concerts and community events, special celebrations and the Dudley music festival. A strong contributory factor to the quality and range of music on offer is the commitment, leadership and skill of the coordinator. The existing curriculum is well planned, especially in progression, and gives good support for the non-specialist teacher. There is a wide range of tuned and untuned instruments and sufficient resources for pupils to listen to and appreciate music from an appropriate range of cultures, periods and styles.

PHYSICAL EDUCATION

163. The pupils achieve below those standards expected nationally overall in both key stages. The exception is in games skills in Key Stage 1, where the standards achieved are in line with those expected. Pupils' attainment in gymnastics in Key Stage 2 is below national expectations. Pupils make sound and sometimes good progress in Key Stage 1 and unsatisfactory progress in gymnastics and small apparatus games skills in Key Stage 2. In the last report, standards were in line with expectations.
164. At the end of Key Stage 1, pupils are able to catch with confidence and throw a medium sized ball accurately over a short distance. They control and catch a ball from a bounce, and pass a ball from left to right hand whilst walking. They can copy and repeat simple actions, follow instructions, and use space sensibly. At the end of Key Stage 2, pupils create and execute a short sequence, showing simple balances, jumps and rolls. However many of the movements are at a level usually associated with much younger pupils and pupils show a lack of understanding about how to improve the quality and control in their movements. In Key Stage 1, pupils make satisfactory progress in their ability to catch, throw and control a ball with their feet, but this is not maintained in lower Key Stage 2. This is because lessons do not build on what the pupils can already do. Unsatisfactory progress in gymnastics in Key Stage 2 is an outcome of pupils not being given sufficient opportunities to develop and refine key skills, including a movement vocabulary which they can carry out safely. There is no difference in the progress made by pupils with special educational needs and other pupils in both key stages.

165. The quality of teaching has unsatisfactory elements, although teaching in Key Stage 1 is never less than satisfactory and sometimes very good. Key features of unsatisfactory teaching are, insecure subject knowledge, lack of detailed planning, slow pace and ineffective pupil management often linked to over emphasis on control and organisation. This was particularly evident in Year 3. This results in either lack of challenge where the pace is slow, and pupils do what they can already do, or inappropriate challenge, where pupils do not have the previous experience or the necessary skills to enable them to succeed.
166. Most pupils behave well in lessons, listen to their teachers and try hard to improve their skills. A good example of this was seen in a Year 2 lesson when pupils showed very good levels of concentration and perseverance. However in Key Stage 2 pupils are sometimes noisy in PE lessons and the high levels of listening, concentration and commitment to their own improvement, seen frequently in other subjects, is not present. This is a direct result of weaknesses in teaching.
167. The quality and range of learning opportunities is unsatisfactory. Planning does not ensure progression across the elements. Insufficient time is allocated to PE. The older pupils have one session per week and this impacts on progress. The outline scheme of work lacks detail and does not provide the support teachers need to plan effectively, although work is underway to strengthen the scheme. The school makes satisfactory provision for swimming in Key Stage 2 however provision for outdoor and adventurous activities is unsatisfactory.
168. The leadership and management of physical education is in its earliest stages of development. The subject co-ordinator is fairly new in post and although enthusiastic, lacks subject knowledge and experience and does not provide strong leadership. Resources are satisfactory overall, however the benches are too heavy for the youngest pupils to move. Accommodation is unsatisfactory. The hall floor is lifting and due to be replaced shortly and there is limited hard surface play area for outdoor games. The field although of a good size is uneven and waterlogged, rendering it unusable for much of the year. Improvements since the previous inspection have been unsatisfactory due to the weaknesses in standards, the quality of the curriculum and teachers' knowledge of the subject.

RELIGIOUS EDUCATION

169. On entry into Key Stage 1 pupils are attaining average standards in Religious education (RE). By the end of both key stages, these standards are being maintained and are in line with the expectations of the Locally Agreed Syllabus for religious education. The standards seen in the previous inspection have been maintained.
170. Teaching throughout Key Stage 1 is satisfactory. Within Key Stage 2 the quality of teaching varies from unsatisfactory to good. Overall, it is satisfactory. Teaching is unsatisfactory when lesson objectives are not clearly shared with and understood by the pupils and the pace is slow and children are insufficiently challenged. Such lessons lead to inappropriate pupil behaviour.
171. Teaching is good when pupils are very clear about the teacher's expectations and they feel involved in their learning. For example in a lesson on harvest a number of activities were taking place including writing and word processing Christian prayers and making a Sukkoth booth linking the harvest with the Jewish festival of Sukkoth.
172. Throughout the school children are developing an appropriate vocabulary in RE which supports their work in literacy. They have opportunities to learn about the Christian and other faiths and beliefs through their lessons, visits and visitors. In Key stage 1 pupils are involved in a Christian baptism ceremony and in Key Stage 2 a wedding, these activities bring the subject to life in a very meaningful and memorable way for the pupils. During the inspection the school harvest festival took place. This gave children and their families an opportunity to celebrate together and was closely linked to the learning in lessons across the school.
173. RE is linked very closely with personal, health and social education and the school code of conduct. Opportunities for children to apply their learning in a very practical sense are a strength of the subject.

174. Pupils' attitude to learning in RE are at least satisfactory, and good in the majority of lessons. Relationships between pupils and staff and their peers is often good. Pupils work collaboratively and behave well. These attitudes are very closely linked to the teacher expectations. Where expectations are not as high pupils can misbehave and disrupt the opportunities for others in their group.
175. Resources for RE are good and include a variety of well-used artefacts and books on both the Christian faith and other religions. There are close links with a number of local Christian churches and clergy are regular visitors to school. In addition musicians and dancers have visited the school to provide children with opportunities to consider the faith and customs of other beliefs.
176. The co-ordinator is effective in leading the subject and has a clear vision for its development. The teachers' confidence has increased with the provision of a policy and schemes of work with assessment opportunities based on the Locally Agreed Syllabus. There have been satisfactory improvements since the previous inspection.