

INSPECTION REPORT

The Sunshine Infant and Nursery School
Walsall

LEA area: Walsall

Unique Reference Number: 104145

Headteacher: Mrs Kathryn Marston

Reporting inspector: Dr C B Lee

Dates of inspection: 11th – 14th October 1999

Under OFSTED contract number: 706697

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and nursery |
| Type of control: | County |
| Age range of pupils: | 4 – 7 years |
| Gender of pupils: | Mixed |
| School address: | Blakenall Lane Leamore Walsall WS3 1HF |
| Telephone number: | 01922 710174 |
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| Appropriate authority: | The Board of Governors |
| Name of chair of governors: | Miss P Millward |
| Date of previous inspection: | October 1995 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | Subject responsibilities | Aspect responsibilities |
|------------------------------------|--|--|
| Dr C B Lee Registered Inspector | Science Music Physical education | Attainment and progress Teaching Leadership and management Equal opportunities |
| Mrs J Hesslewood Lay Inspector | | Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources |
| Mr D Vincent Team Inspector | English Information technology Geography Art | Pupils' spiritual, moral, social and cultural welfare The efficiency of the school Special educational needs |
| Mrs J Greer Team Inspector | Mathematics Design and technology History Religious education | The curriculum and assessment Provision for children under five |

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MAIN FINDINGS

What the school does well

- Leadership and management are very good.
- The good standard of teaching has a positive impact on all aspects of pupils' development.
- Pupils make good progress in learning in most subjects in the curriculum.
- The school makes excellent provision for pupils' moral and social development.
- Pupils make very good progress in all aspects of their personal development
- There is very good support and guidance for pupils, showing very good concern for their welfare.
- Teachers' assessment of pupils' learning is very good.
- Provision of homework is very good and very well matched to pupils' needs.
- Partnership with parents and links with the community are good.

Where the school has weaknesses

- Information and communication technology lacks both sufficient resources and integration with other subjects in the curriculum.
- The level of learning support is insufficient for the needs of the school.
- Teachers' planning of individual lessons has insufficient detail about what pupils are to learn.

The school's many strengths far outweigh its weaknesses. Pupils' achievements are well below average when they start their schooling and the fact that they achieve results very close to national averages in national tests at the end of Key Stage 1 is the product of very hard work by teachers and other staff. The governors' action plan will explain how the weaknesses identified during the inspection are to be approached. The plan will be sent to all parents and guardians of pupils at the school.

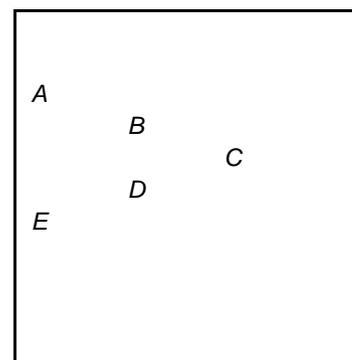
How the school has improved since the last inspection

The school has made sound improvement since the last inspection in October 1995. The few issues identified at that time have been addressed successfully. Efforts to improve pupils' attendance are vigilant, the school works well with external agencies and there has been a steady improvement in attendance over the last four years. Development planning has improved and the school has established priorities for two-year periods, with detailed action plans for all aspects of the school's work. This enables the school to work sensibly and systematically towards improvement in the standards achieved by pupils and the overall quality of education provided. This planning, together with very good procedures for monitoring and evaluating the school's policies and practices, provides a good capacity for further improvement. It is also significant that the ongoing improvement in the school's achievements has been achieved during a period of uncertainty concerning the leadership of the school and temporary changes to staffing. The acting headteacher's determination to provide clear direction for the school, and to unite staff in a common drive towards improvement is a very significant contribution to the way in which the school has successfully moved forward since the last inspection.

Standards in subjects

The table shows the standards achieved by 7-year-olds in 1999 based on the National Curriculum tests:

| Performance in | Compared with all schools | Compared with similar schools |
|----------------|---------------------------|-------------------------------|
| Reading | D | B |
| Writing | D | B |
| Mathematics | E | D |



The standards shown during the inspection by Year 2 pupils indicate that they are in line to achieve similar standards to the 1999 results in reading and writing, but higher standards in mathematics.

Quality of teaching

| Teaching in: | Under 5 | 5 - 7 years |
|------------------------|---------|--------------|
| English | Good | Good |
| Mathematics | Good | Good |
| Science | | Good |
| Information technology | | Satisfactory |
| Religious education | | Good |
| Other subjects | Good | Good |

There was no unsatisfactory teaching in any of the 74 lessons observed. Throughout the school, just over half of teaching is good or better and a quarter is very good. Examples of very good teaching were evident in all year groups. The overall quality of teaching is a strength of the school.

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

Other aspects of the school

| Aspect | Comment |
|---|--|
| Behaviour | Good in lessons, when moving round the school and during recreation periods. |
| Attendance | Satisfactory. |
| Ethos* | Very good. The school is a very caring community where all relationships are good. Pupils have good attitudes to their work and strive to achieve the highest standards of which they are capable. |
| Leadership and management | Very good leadership by the headteacher with co-ordinators providing very good management of the school's work. Governors make a significant contribution to the smooth-running of the school. |
| Curriculum | A broad, well-balanced curriculum and very good assessment procedures which inform curriculum planning very constructively. |
| Pupils with special educational needs | Make sound progress overall. |
| Spiritual, moral, social and cultural development | Very good overall; a strength of the school with excellent provision for moral and social development in particular. |
| Staffing, resources and accommodation | Satisfactory teaching staff levels, with good balance between new and experienced staff. Insufficient support staff. Resources range from unsatisfactory to very good. Classroom accommodation ranges from very good to adequate, with good specialist rooms and all accommodation excellently maintained. |
| Value for money | Good. From low levels of attainment when starting at the school, pupils make good progress due to the good quality of education provided. |

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

| What most parents like about the school | What some parents are not happy about |
|--|--|
| <ul style="list-style-type: none"> •Parents are encouraged to take part in the life of the school. •There is very good information about what is being taught in each class. •Information about children's progress is very good. •Children are helped to achieve a good standard of work. •The amount and type of homework. •The values and attitudes that the school encourages. •The fact that children enjoy going to the school. | <ul style="list-style-type: none"> •How complaints are handled. |

Inspectors agree with all the positive points raised by parents. While three questionnaire respondents indicated some dissatisfaction with the way that the school handles complaints, no evidence to support this was found. There is always prompt action to attend to any queries raised by parents.

KEY ISSUES FOR ACTION

In order to improve the standards of work and the quality of education, the governors, headteacher and staff should:

q raise standards in information and communication technology by:

- reviewing resource levels and resource organisation in order to increase learning opportunities for pupils;
- improving the cross-curricular planning of learning activities;
- raising staff's subject expertise through training opportunities relevant to the needs of individuals;

(paragraphs 12, 27, 76, 81, 130, 132);

q improve the effectiveness of learning support by reviewing both the level of provision and the deployment of staff with the objectives of increasing the amount of support and directing it to areas of greatest need, *(paragraphs 30, 52, 72).*

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- ensure that there is clear identification of specific learning intentions in teachers' planning of individual lessons, *(paragraphs 30, 110, 117);*
- ensure that the governors' annual report to parents meets legal requirements, *(paragraph 58).*

INTRODUCTION

Characteristics of the school

1. The Sunshine Infant and Nursery School is situated in the Blakenall area of Walsall and it serves pupils predominantly from the area immediately surrounding the school. It is an area with a significant element of economic deprivation in which there is a range of social problems. The majority of pupils come from households in pre-war council owned property, with a minority living in owner-occupied property. Pupil numbers in the infant department have dropped since the last inspection in 1995, when there were 239 pupils. There are currently 201 pupils in years Reception to 2, and there are 104 boys and 97 girls. Two pupils come from homes where English is not the first language; this is below average. Thirty-six per cent of the pupils are eligible for free school meals which is well above the national average. Pupils are taught in eight mixed-ability classes and there are nine full-time teachers, including the headteacher. Thirty-two pupils are on the register of pupils with special educational needs, which, at 15 per cent, is below average, and two of these pupils have Statements of special educational need.
2. Children can attend the nursery when they reach the age of three. They attend for half-day sessions and there are, currently, 14 boys and 12 girls in the morning group and 13 boys and 13 girls in the afternoon. They are taught by two nursery nurses whose work is co-ordinated by the early years co-ordinator. Three of the children are on the register of special educational needs. On starting to attend the nursery, children's levels of achievement are well below average. Children transfer to a reception class in the September before their fifth birthday.
3. The school aims to ensure that it is a school in which there is justice and equality for all, and where people of all races and religions will find safety and respect for themselves, their families and their traditions. This is supported by a wide range of further aims designed to ensure that all aspects of pupils' development are positively enhanced, the first of these aims being to raise standards.
4. School development planning identifies targets for two year periods relating to ongoing pastoral, curriculum, staff, resource, site and building development. The school aims to meet specific targets which have been set for the National Curriculum tests in the year 2000 and beyond. This requires the school to achieve an annual three per cent rise in pupils achieving Level 2 or above in the National Curriculum tests.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1999 | 34 | 44 | 78 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Number of pupils at NC Level 2 or above | Boys | 24 | 24 | 25 |
| | Girls | 38 | 39 | 31 |
| | Total | 62 | 63 | 56 |
| Percentage at NC Level 2 or above | School | 80 (76) | 80 (77) | 72 (71) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teacher Assessments | | Reading | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 2 or above | Boys | 24 | 24 | 23 |
| | Girls | 37 | 29 | 33 |
| | Total | 61 | 53 | 56 |
| Percentage at NC Level 2 or above | School | 79 (77) | 68 (71) | 72 (74) |
| | National | 82 (81) | 86 (85) | 87 (86) |

¹ Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days
(sessions)
missed through absence for the
latest complete reporting year

| | | % |
|-------------------------|---------------------------|-----|
| Authorised Absence | School | 8.8 |
| | National comparative data | 5.7 |
| Unauthorised Absence | School | 0.0 |
| | National comparative data | 0.5 |

Exclusions

Number of exclusions of pupils (of statutory school
age) during the previous year:

| | Number |
|--------------|--------|
| Fixed period | 0 |
| Permanent | 0 |

Quality of teaching

Percentage of teaching observed which is :

| | % |
|------------------------|-----|
| Very good or better | 26 |
| Satisfactory or better | 100 |
| Less than satisfactory | 0 |

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. On entry to the nursery class, children have levels of attainment that are well below expectations in all areas of learning. This is shown by assessments that are carried out when children have been in the nursery class for six weeks. Children make good progress throughout the nursery and reception years, although, by the time the children are aged five, their attainment is below expected standards in language and literacy, mathematical development, knowledge and understanding of the world, creative development and in personal and social development. Attainment in physical development meets expected standards.
6. At the end of Key Stage 1, when pupils are aged seven, attainment is shown by the 1999 National Curriculum tests to be slightly below the national average in reading and writing, and well below average in mathematics. Teachers' formal assessments put attainment in science at a level well below the national average. These results show slight improvement when compared with those of 1998. Results for the last three years show standards being maintained at broadly similar levels in reading, writing, mathematics and science. These results reflect the fact that, in these subjects, the proportion of pupils reaching the National Curriculum level of attainment, Level 2, which pupils aged seven are expected to reach, is slightly below that for the average school in reading and in writing, and well below in mathematics and science. However, in comparison with schools in similar circumstances, the school's results in reading are above average, whilst mathematics and science are below average. When compared nationally, the proportion of pupils exceeding the expected level, that is, reaching Level 3, is below average in reading and science, and well below average in writing and mathematics. When compared with similar schools, the proportion reaching Level 3 is average in all four subjects.
7. Inspection judgements of present attainment of pupils in Year 2 confirm that standards are improving. These pupils are in line to achieve similar results in English at the end of Key Stage 1 to those achieved in 1999 but with attainment in mathematics and science showing more improvement. Standards are slightly below average in English overall, and in mathematics, but average in science. The improvements in standards in mathematics and science are due to the work done by the school to improve the curriculum.
8. In English, in Year 2, pupils' skills of speaking and listening are below expectations for their age. They listen carefully, and with understanding, but their responses to questions and other opportunities for speaking, are generally brief and lack breadth of vocabulary. Pupils achieve average standards in reading and have well-developed skills for tackling unfamiliar words. They also speak more confidently about books they are reading than in other speaking situations. In writing, pupils Year 2 achieve standards that are slightly below average, and the content of their writing is often limited in vocabulary. The standard of handwriting is satisfactory.
9. In mathematics, in Year 2, pupils' standards are below average. Mental calculation involving adding ten to numbers below 100 is carried out successfully by more than half the pupils and they identify odd and even numbers. However, a significant minority of pupils have difficulty recognising numbers beyond 100.
10. In science, pupils in Year 2 have a secure knowledge and understanding of a range of scientific topics and are on course to achieve standards in line with national averages when their attainment is assessed at the end of Key Stage 1. They correctly explain the effects of different temperatures on a material such as ice and predict how it will change in different

conditions. Pupils classify different materials accurately, and have a sound awareness of basic principles of ensuring that a test is fair.

11. In the three subjects of English, mathematics and science, pupils make good progress both within lessons and during their time in Key Stage 1. In mathematics and science, they retain knowledge well and oral sessions at the start of lessons indicate that much is remembered from previous lessons. Pupils with special educational needs make good progress in English and mathematics due to the planning of learning activities, which are well matched to their needs in relation to literacy and numeracy. These pupils progress in science is satisfactory, but some teachers are less successful at ensuring that written tasks in particular are within pupils' capabilities.
12. Pupils' attainment in information technology is in line with expected levels. In Year 2, they have sound knowledge and understanding, use computers confidently when following instructions to create pictures and word process simple text. Their overall progress, throughout the key stage, is satisfactory but is restricted by the minimal resource levels and insufficient opportunity to use information technology in other subjects. Pupils with special educational needs achieve the same attainment levels and rates of progress as other pupils.
13. In religious education, pupils in Year 2, including those with special educational needs, show sufficient recall of much that they are taught which indicates that they are on course to achieve levels of attainment in line with the expectations of the Local Agreed Syllabus for religious education. Standards of written work are currently below average due to limited language skills but, overall, progress throughout the key stage is good.
14. In other subjects, pupils' attainment and progress are variable. In music and physical education, in Year 2, pupils achieve standards that exceed expectations, and they make good progress in both subjects. Attainment and progress are satisfactory in art and geography. In design and technology, and history, these pupils are not achieving expected standards but progress across the key stage is good due to pupils' positive attitudes and good teaching.
15. Pupils of all ability levels make similar progress in relation to their past attainment. There are no significant differences in progress for boys and girls in any subjects in the curriculum.
16. Comparing present inspection judgements, with those made at the previous inspection, it is apparent that standards have generally remained at similar levels, with the exception of physical education where there has been improvement in dance and gymnastics. The school is making satisfactory progress towards the literacy and numeracy targets they have set in order to raise standards still further in the National Curriculum tests.

Attitudes, behaviour and personal development

17. As at the time of the previous inspection, children under five and pupils at Key Stage 1 have good attitudes to their work and behave well in and around the school. This has a positive impact on their attainment and progress. Good behaviour is praised and sanctions used consistently. Pupils respond well to the very clear framework of the school's code of conduct, playground rules and high expectations of all staff. They move around the school in a very orderly manner. Parents praise the school for informing them about both good and poor behaviour. Any incidents of poor behaviour are well documented and dealt with consistently. There were no exclusions during the previous school year.
18. The school places a high value on pupils' learning and achievements which is shared with parents. Good learning, behaviour and personal achievements are rewarded formally through certificates and congratulations during assemblies when parents are present. This raises pupils' confidence and self-esteem. Overall, pupils' attitudes to learning are good and they enjoy their lessons. They are enthusiastic about their work and keen to answer questions.

They settle quickly to their tasks, and instances when pupils are inattentive, or their concentration wanes, are infrequent.

19. Pupils respond to adults with confidence and respect. They express their feelings and show a sense of wonder when studying photographs of themselves in the classroom. Pupils with learning difficulties are positive in their response to lessons. They are eager to contribute and most try hard to complete the tasks set. They relate well to the support staff employed to give them extra help. Pupils support each other well during group activities.
20. Pupils' relationships with each other, teachers and other adults are good overall. Pupils work independently, in pairs and groups during the literacy and numeracy hours. For example, in Year 2, good collaborative work was seen during design and technology, and information technology lessons. Staff know their pupils well and respond sensitively to individual needs. The personal development of pupils, as they progress through the school, is very good. Personal independence and self-discipline are expected, encouraged and praised consistently. Children in the nursery and reception classes manage their own toilet and hygiene needs and dress themselves with little adult help. In Key Stage 1, pupils change quickly and independently before and after physical education lessons.
21. Pupils show respect for other people's feelings and listen to their views, for example, during assemblies in Year 2, as they think about the old, and children less fortunate than themselves. Sharing with parents targets for reading and mathematics, helps pupils understand what they need to do next to improve their work. They learn to appreciate and value their academic and personal achievements and strive to improve. Parents appreciate the boost to their own morale and self-esteem, as they see the pride in achievement in their children's faces. Pupils try hard to keep their school clean and tidy, show respect for equipment, toys and musical instruments, and for each others' property. Opportunities to act as register, biscuit, or classroom monitors, and to assist during assemblies, are eagerly and willingly undertaken. All pupils regularly use the libraries. In Year 2, pupils help each other find relevant information from the non-fiction library. Pupils and parents have a positive attitude to the regular homework set, and recognise the contribution it makes to attainment and progress.

Attendance

22. Pupils' attendance is satisfactory overall when compared with typical attendance rates at nursery and infant school. It has improved since the last inspection although it is still well below the national average for primary schools. Attendance is adversely affected by the pupils' susceptibility to the full range of common childhood illnesses. In addition, pupils taking holidays during term time, social difficulties, and illness within the family, all affect the figures. The attainment and progress of those children with the poorest attendance causes most concern.
23. Most pupils arrive at school on time and lessons start promptly. The school monitors late arrivals and works closely with the education welfare officer to promote and improve punctuality and attendance. Registers comply with statutory requirements.

QUALITY OF EDUCATION PROVIDED

Teaching

24. The quality of teaching is good overall, with over a quarter being very good, and none unsatisfactory. The proportions of good and very good teaching are similar both for children under five and at Key Stage 1. The significant proportion of very good teaching represents an improvement since the previous inspection.

25. For children under five, the work is well planned and staff work closely together. Children's development is closely monitored by all staff and this enables the planning of lessons to be constantly updated in order to provide activities which are suited to the needs of individual children. Within the nursery, staff have created a stimulating learning environment with well organised resources which capture and hold children's interests.
26. At Key Stage 1, good teaching occurs in most subjects and is consistently good in science, religious education, music and physical education. This is contributing to the rising standards in these subjects. In the most effective lessons, teachers have high expectations of pupils' behaviour and standards of work to be shown. Additionally, in these lessons, teachers make very good use of resources to stimulate pupils' learning and very good use is made of questioning to extend pupils' thinking and understanding. Pace is brisk, time is managed well and pupils are constantly encouraged to refine and consolidate their ideas. Good standards of discipline are maintained by all teachers and they create a purposeful classroom atmosphere in which pupils work conscientiously.
27. Teachers' knowledge and understanding of the subjects they teach is good overall, however, there are individual gaps in expertise in information technology. Throughout the school, there are particularly good levels of subject knowledge in literacy, numeracy, music and physical education. Where there are varying levels of confidence in teaching a subject, such as in music and physical education, teachers make good use of the school's schemes of work to ensure that pupils have appropriate learning activities. The teaching of literacy and numeracy has been positively influenced by thorough training and the good subject knowledge is starting to help to improve standards throughout the school. In both cases, lessons are well structured to ensure step-by-step development of key skills and knowledge.
28. Teachers use an appropriate range of strategies, including teaching to the whole class, groups, and individuals. They prepare thoroughly for each lesson. Most lessons start with whole-class discussions, in which teachers challenge pupils' thinking through well-targeted questions that assess their knowledge and understanding. Throughout lessons, teachers constantly assess pupils' understanding and progress and use this day-to-day assessment successfully to adjust their planning for pupils' subsequent learning. Teachers mark pupils' work consistently, praising effort and attainment as well as indicating how it can be improved.
29. Teachers' planning is good for children under five, and satisfactory at Key Stage 1. In all subjects, there is a detailed scheme of work to support teachers. This ensures that work is well planned for the long term and pupils' learning is built on progressively throughout the key stage. The schemes of work for music and physical education have a strong focus on the gradual progression of the skills to be developed and this contributes to the good progress and attainment levels in these areas of learning.
30. Teachers' detailed planning is supported by the productive discussions which take place in weekly key stage meetings. This enables teachers to plan satisfactorily for continuity throughout the year. These meetings produce plans of what is to be taught each week, but there is insufficient detail about the learning intentions specific to each lesson. This planning fails to indicate what is to be taught within set timescales, how learning resources are to be used, and how the lesson objectives will be achieved. Most teachers are successful at planning for pupils of different attainment levels in literacy and numeracy and more able pupils are generally set sufficiently challenging work in most subjects. In some other subjects, the planning of activities for less able pupils, for example in science and religious education, fails to take account of the specific resources which are needed for the completion of written tasks, or the level of adult support that is needed. Where there is support for pupils with special educational needs there is good liaison between the class teachers and the adults working with these pupils and all staff are aware of the specific needs of individual pupils. Support is most frequently provided within the class and this has a very positive effect on the social and emotional development of these pupils.

31. Teachers are conscientious, hard-working and fully committed towards their roles and responsibilities within the staff team. In all classrooms, relationships are very good and staff and pupils show mutual respect.
32. Teachers' use of homework is very good and totally consistent with the school policy. At different times it provides opportunities for either consolidation or extension of pupils' learning in school and makes a significant contribution to pupils' progress.

The curriculum and assessment

33. The curriculum for Key Stage 1 and the early years is broad and balanced with a strong emphasis on developing oral language skills and social skills. It meets statutory requirements for all National Curriculum subjects. The school has adopted the Local Agreed Syllabus for religious education. The curriculum for children under five in the nursery and reception classes is planned to meet the Desirable Learning Outcomes² in the six areas of learning. Teachers of nursery and reception children plan their weekly lessons together to provide appropriate continuity and progression. This planning follows the local authority's early years curriculum guidelines which provide details coverage of all areas of learning and excellent plans for both indoor and outdoor activities.
34. There is good provision for personal, social and health education including an awareness of drug use and misuse. The governors have an agreed policy for sex education. Collective worship meets statutory requirements. All pupils have equal access to the full curriculum and an equal opportunity to make progress. The pupils are prepared well for the next stage of education.
35. The school has implemented the National Literacy Project and the National Numeracy Strategy effectively in all classes. The schemes of work provided by the Qualifications and Curriculum Authority have been adopted for science, information technology, geography, and design and technology. These schemes are in the first year of use and, as teachers become familiar with the schemes, co-ordinators are gradually adapting the content to meet the particular context of the school.
36. The school has a two-year cycle of half-termly topic themes which integrate the non-core subjects and religious education and collective worship where appropriate. Educational visits and visitors to the school enrich the planned programme of topics.
37. In Key Stage 1, teachers plan weekly lessons in year groups. Planning arrangements ensure that parallel classes follow the same programmes of work. These plans indicate the general content of lessons, but do not generally identify clear, specific learning intentions for each lesson which can be used for assessment and evaluation. Tasks are planned to match the different ability groups in each class. The recently implemented policy for homework includes a good programme of regular tasks in English and mathematics for all pupils, including individualised tasks for children in the nursery.
38. The school has good systems for assessing pupils' attainment and progress. Children entering the nursery are assessed against specific criteria during their first six weeks. During the first half term in reception, children are assessed using the locally approved baseline criteria. Regular assessment tasks are included in planning for the core subjects of English, mathematics and science. Standardised assessments tests are used in English and mathematics during Key Stage 1 in addition to the National Curriculum tests at the end of the key stage.

² The nationally agreed goals for learning for children by the time they enter compulsory schooling at the age of five.

39. The school collects and displays work on a particular theme each term to show attainment and progress through the school. The present display shows development in handling data from simple pictograms in the nursery to constructing and interpreting bar graphs, and Carroll diagrams in Year 2. These displays are kept in a school portfolio. Additional portfolios have been compiled showing pupils' levels of attainment from above average, to below average pupils for all areas of English, mathematics and science. These are annotated to help teachers assess the level of work produced in their classes.
40. All assessment information is analysed thoroughly to detect any trends. It is used to predict likely future test results. Assessment information is used well in planning future lessons. The particular aim is to raise the standard of lower ability pupils towards the national targets. The information is also used very effectively to set targets for the different ability groups and for individual pupils. These targets are shared with pupils and their parents and this knowledge of targets is valued by parents as an indicator of the progress being made by their children.
41. Future plans exist to use information from the nursery profile and reception baseline assessments to predict future test results. This is an appropriate development of the school's very good procedures for assessment.
42. The good standards noted during the previous inspection have been maintained.

Pupils' spiritual, moral, social and cultural development

43. The school has established clear and appropriate aims in order to promote the spiritual, moral, social and cultural development of its pupils and makes very good provision for children under five and pupils at Key Stage 1.
44. The school's provision for spiritual development is good. The lessons in religious education, the school assemblies and special events throughout the year, give pupils opportunities for religious spirituality. A wider understanding of the values and beliefs which influence other peoples' lives is promoted and opportunities to discuss these differing traditions are provided. The school seeks to encourage pupils to experience the wonder and mystery which can be inspired by elements of the wider curriculum and some of the work in art, literature and music exemplifies this. In all parts of the school an aesthetically pleasing working atmosphere is promoted by the good standard of decoration and by the attractive displays of pupils' work.
45. The school's provision for the moral development of its pupils is excellent. There is an orderly learning environment, and almost all pupils behave well and demonstrate self discipline. A clear framework associated with personal behaviour has been developed and is clearly understood by pupils and parents. The related system of rewards and sanctions is applied consistently. Most pupils are aware of what constitutes acceptable behaviour towards others. A wide range of personal and moral issues is developed through discussions.
46. Provision for the development of social behaviour is excellent and pupils relate extremely well to each other and to adults. Teachers and other adults provide excellent role models and they demonstrate very sensitive understanding of the individual needs of each pupil. Pupils show much consideration to others experiencing difficulties and to those who have disabilities. Pupils are regularly given duties within the classroom or on behalf of the school community. They respond sensibly when given opportunities to undertake responsibility for their own learning. The out-of-school educational visits, undertaken by every class, further enhance social cohesiveness. The school regularly supports charitable initiatives.
47. The quality of provision for pupils' cultural development is good. Pupils who attend the school do not come from a wide range of cultural backgrounds, but the school seeks to inform pupils of the richness and diversity of other traditions. The curricular work, together with visits to

museums and other places of educational interest, helps to develop knowledge and experience of local traditions. Art, history, music, and geography provide examples of how the curriculum incorporates the influence of other religions and cultures.

48. The provision for moral and social development has improved since the previous inspection and is now a considerable strength of the school.

Support, guidance and pupils' welfare

49. The school's arrangements for the support, guidance and welfare of pupils are very good. Since the previous inspection, the high standards of care and pupils' welfare have been maintained. All staff, working together to consistent standards, provide a safe, supportive and caring environment which effectively promotes the academic progress, confidence and self-esteem of all pupils.
50. A structured induction programme, together with home visits, provides a sensitive start to school for nursery pupils. Those entering the reception class benefit from good liaison between the school's and other nurseries. Pastoral links with the local junior school are well established and curriculum links are developing well.
51. There are excellent formal and informal systems for monitoring and promoting pupils' academic progress and personal development. Termly targets in reading, writing and mathematics are set and agreed between pupils, teachers and parents. Individual pupil profiles are updated each term. These record progress in areas of academic, personal and social development as appropriate. The homework and marking policies, together with the home school agreement, provide a good framework for supporting pupils' progress. Pupils are awarded certificates for a range of academic and personal achievements. Opportunities for personal, social and health education are incorporated effectively into the formal curriculum and everyday school routines. Teachers' consistent use of praise, the value they place on pupils' work and personal achievements, and the congratulations assemblies effectively promote pupils' academic progress and personal development.
52. Pupils with special educational needs are well integrated within their class groups and often benefit from good support from their classmates. They benefit from inclusion in all the schools systems for raising attainment, confidence and self-esteem. However the paucity of additional adult support within the classroom can sometimes limit their progress.
53. The school's policies and procedures for monitoring and promoting good behaviour are excellent. All staff have consistently high expectations. Good records are kept of incidents of poor behaviour and they are dealt with appropriately. Staff consistently follow the behaviour policy with its emphasis on positive praise and a stepped series of sanctions and interventions. Self-discipline is actively promoted through the Code of Conduct. A policy statement dealing with bullying was developed in partnership with a neighbouring junior school. The pupils respond well to its simple language, and its messages are incorporated in the playground rules and code of conduct. The school is aware of the need to develop and share with parents a policy on the use of restraint. Pupils are well supervised during the lunch break, both in the dining room and outside. There is separate playground provision for the youngest pupils. Good opportunities for structured outdoor play are provided by markings on the playground and provision of balls, hoops, and ropes. Pupils know and respond well to the additional rules for playground behaviour. Liaison between teachers and lunchtime supervisors is good.
54. After the previous inspection, additional procedures for monitoring and promoting pupils' attendance were developed. The current procedures are very good in monitoring and promoting pupil attendance which has gradually improved. Detailed procedures for following up absence and lateness are laid down in the attendance policy. The school liaises effectively with the educational welfare officer over any referrals. Pupils' absence and their reasons are

monitored and recorded by class teachers. Weekly class absence monitoring sheets are checked regularly by the acting headteacher. The administrative assistant carefully collates pupil, class and whole school data. The importance of regular attendance is promoted to parents in the prospectus, through termly letters and at induction meetings. Certificates for 100 per cent, and good attendance, are awarded to pupils, who talk with pride of their achievement.

55. The school complies with local child protection procedures. There is a designated named teacher for child protection issues. However, the policy on child protection was written in October 1996 and the school intends to look at staff training needs within the planned review procedure. There is effective liaison between the school, social services, medical and other support agencies
56. The health, safety, and well-being of pupils are promoted well. The security of the pupils and the building is of paramount concern. The comprehensive health and safety policy covers all the time pupils are on the school premises with an additional policy to cover trips and visits. Fire drills are regularly carried out. Whole-school risk assessment has taken place and effective procedures set up to cover emergencies around the school. Safety issues are reinforced during lessons. Pupils' specific medical needs are well attended to. A number of staff have qualifications in first aid. Accidents are recorded and reported. Staff take great care to pass on information to parents as they collect their children.

Partnership with parents and the community

57. The school is working hard to involve parents as partners in their children's education with improvements continuing since the previous inspection. Once again, only a few parents attended the meeting before the inspection. However, there is strong parental support for the school as indicated by those at the meeting, others met during inspection, and from the questionnaire. The school listens to parents and acts upon their suggestions and complaints.
58. The quality of information provided about the school and its work is good. The prospectus gives good pastoral and organisational material with some basic curriculum information. The governors' report to parents is pertinent to the school but lacks much of the information required by law concerning the school's finances, rates of absence, implementation of a policy for pupils with special educational needs and details of staff training. Regular letters and the 'Sunshine News' keep parents up to date with school events, meetings, topic work to be covered, and pupils' achievements. The programme of parental consultation evenings and joint target setting is good. A crèche is provided for these meetings and parental attendance monitored. The school's methods for teaching reading and the format of the literacy and numeracy hours are all shared with parents, either through meetings, or by written information for those who can not attend. Reports to parents are set out well. They help parents understand the progress their children make as they move through the school. Reports give good information on what children know and can do; the best refer to how far targets have been met and say what pupils need to do next to improve progress and raise their attainment.
59. There is good parental involvement in their children's education, through acceptance of the home-school agreement, listening regularly to children reading and helping with homework. The policy to give appropriate regular homework from the nursery onwards is a good feature and welcomed by parents. A number of parents regularly help on trips and in school during literacy, numeracy and art lessons. Where parents help at home, or in school, standards improve. The weekly congratulations assemblies, a long-standing tradition in the school, are well attended and well liked by parents.
60. Pupils' education and personal development is enriched satisfactorily through links with the wider community. The school has strong links with the churches in the area. Ministers from all denominations assist in assemblies. Pupils and their families donate harvest gifts to the

Salvation Army every year. Good links with a wide range of support agencies are used effectively. The pupils benefit from the help provided in the classrooms and nursery from the wide range of work experience, placement and trainee students who work in the school during the year. The school plans to explore further links with Walsall College to encourage parents to continue learning.

61. Activities organised by the Walsall Park Rangers, Bloxwich Library, the 'Books and Beyond' project, safety topics led by the school nurse, police, or fire officers all widen pupils educational and personal experiences. Barclays Bank provided quality resources for the nursery. However, links with industry and commerce are under developed.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

62. The acting headteacher provides very good leadership and has worked hard to maintain purposeful development of the school's policies and practices. She has been very successful in establishing a clear sense of educational direction for the school and remained sensitive to the long-term needs of the school as a whole and all individuals within it. Together with staff, the headteacher has identified clear priorities for the school's development and there has been thorough planning of how the school must move forward. The headteacher's very good management skills and very effective day-to-day management of the school contribute significantly to good relationships at all levels and a shared sense of purpose. There is a very positive and caring ethos which reflects the school's commitment to achieving high standards for its pupils and ensuring that all pupils achieve as much progress as possible. This is evident in the school's determination to achieve the challenging target of a three per cent annual improvement in National Curriculum test results.
63. A senior management team meets weekly to monitor whole-school issues. Staff meet regularly in whole-staff meetings and by year groups in order to plan and evaluate the curriculum. This provides very effective co-ordination of work throughout the school. Aims of the school are regularly reviewed, as are all policies which guide the school's work. The values and attitudes that the school encourages are clearly expressed in all its policies. There is consistency and good achievement in all that the school encourages in its pupils.
64. Management of the curriculum is, temporarily, the overall responsibility of the headteacher during the maternity leave of the curriculum co-ordinator. There are co-ordinators in place for all subjects, the early years, special educational needs, assessment and equal opportunities. Subject co-ordinators review teachers' planning and ensure that the school's policies and schemes of work are implemented fully. They additionally monitor pupils' attainment by seeing samples of work and the assessments which have been carried out. There is a planned schedule of release of co-ordinators from their classroom duties for monitoring and evaluating the quality of teaching and this is supplemented by observations carried out by the headteacher. The results of these observations are evaluated by meetings between the headteacher and individual teachers in addition to the annual discussions in which each teachers' professional development is mapped out and specific targets set. These collective arrangements for regular, targeted evaluation of the work of teachers are very good and contribute significantly to the constant drive to improve standards.
65. The co-ordinator for special educational needs provision has a clear understanding of her role. Issues relating to the school's provision are analysed thoroughly and sensitively. The co-ordinator liaises effectively with both colleagues and external agencies. Documentation associated with pupils on the special educational needs register is maintained efficiently. Governors are properly informed on matters relating to this aspect of the curriculum.

66. There is very effective co-ordination of children's education in the early years. The planning and delivery of the curriculum is carefully monitored and this achieves very good continuity in children's learning during their time in the nursery and reception.
67. Equal opportunities permeates all the school's work. The co-ordinator maintains a good overview of pupils' experiences and ensures that the clear policy and guidelines are applied consistently by all staff. Pupils are consequently educated in an environment completely free of discriminatory practices. In order to ensure that all pupils have equal access to the full curriculum, there is, currently, no withdrawal from classrooms of any groups of pupils with special educational needs.
68. The school's new governing body was formally established in September 1999 . The chairperson has a very clear strategic view of the school's development and is a valued source of support for the staff and pupils of the school. While currently re-establishing the membership and terms of reference of its committees, the governing body is committed to continuing previous strategies for monitoring and evaluating the school's progress. This includes a programme of presentations to the curriculum committee by teachers with co-ordinator responsibilities. A training programme for governors is planned and delivered by the headteacher. Governors and staff share a strong commitment to the 'Investors in People' scheme, which has prompted wide-ranging target-setting and training programmes for all teaching and non-teaching staff and led to improvement in all aspects of the school's work.
69. The school development plan provides a good framework with appropriate detail for two year periods. This detail includes a range of targets which are prioritised. The financial and resource implications are identified, including the demands on personnel and detailed costings, and success criteria are included. Subject co-ordinators contribute to the development plan by reviewing progress in the previous year and establishing subject-specific targets in action plans for the current year. This enables the plan to provide a very effective foundation for the school's medium term development.
70. Leadership and management were judged good at the time of the last inspection. Despite staffing and management changes, the headteacher and all members of teaching and non-teaching staff have achieved sound improvement in many aspects of the life of the school. There is a good capacity for further improvement as a result of the effective systems for self-evaluation that have been developed.

Staffing, accommodation and learning resources

71. The number, qualifications and experience of teachers match the demands of the curriculum and, where applicable, of subject leadership. Most teachers have subject co-ordination responsibilities. Some are new to the role having taken the responsibility on a temporary basis. The nursery is run and managed very effectively by two nursery nurses, under the supervision of the early years co-ordinator.
72. Classroom support staff are suitably experienced and trained to work well with pupils. However, there is limited provision available to support the learning of pupils with special educational needs and those in the reception classes. Ancillary staff, cleaners, and the caretaker take great pride in the school. They make a significant contribution to the running and ambience of the school.
73. Arrangements for the professional development of staff are good. The adoption of whole-school staff training and development structures, as required for the 'Investors in People' award, aids the process effectively. All staff members have clear and up-to-date job descriptions. Appraisal is carried out according to agreed procedures. Professional development is well planned, monitored, and evaluated. The results of the evaluation of training are used well in future planning. A good example of this is the development of the school music policy. Training is closely aligned to the school development plan, government initiatives, and current needs. Training of other adults who work in the school helps to provide a consistent approach to the

management of behaviour and create an atmosphere which reflects the school's very positive ethos.

74. Pupils continue to benefit from the generous quantity of accommodation available. The quality of specialist accommodation is good. The school has the luxury of two halls, two libraries, a television room, music and general-purpose rooms. In Year 1, pupils benefit from the most spacious classrooms. Nursery accommodation is attractive and of a good size and standard. However, the small size of two of the reception classrooms is restricting the curriculum for children under five. The lack of a corridor, or covered way between some classrooms and the specialist accommodation, means lessons in the large hall are disrupted by other pupils needing to walking through. The building continues to be well maintained and heated. Internally, there is a high standard of decoration, immaculately maintained floors and toilet facilities, high quality and stimulating displays of pupils' work, plants, flowers and framed Monet pictures. This creates a very good quality working environment for pupils and staff. The playgrounds are enhanced with seats, shrubs, tubs of plants, and games markings.
75. The quality, quantity, and use of resources in the nursery are very good. The enclosed hard-play area for bikes and large play apparatus is a good feature. Resources for the reception classes are good. They have the use of a large enclosed outside play area at break and lunchtime. The large indoor climbing frame and other equipment was not set out during the inspection.
76. Overall resources for learning are satisfactory. They are stored well and easily accessible. The quantity of resources for teaching mathematics, music, and physical education is good. The quality of musical instruments and design technology equipment is good, while the equipment for physical education is of very good quality. The fiction, non-fiction and pre-school libraries encourage pupils to browse by being attractive, well laid out and with seating. There is a good range of books to suit the attainment of pupils and stimulate an interest in reading. However, the resources available to teach information technology are unsatisfactory. The number of computers is low compared to other schools. This adversely affects pupils' attainment and progress.
77. Satisfactory use is made of the local and surrounding area for short and whole day trips and visits to enhance the curriculum. Each year group makes a planned visit to a local farm, or Walsall Art Gallery, or The Birmingham Sea Life Centre, or Telford Town Park.

The efficiency of the school

78. The quality of financial planning is good. The priorities for school improvement are properly established by the headteacher and senior staff together with the close involvement of the teaching and of all support staff. The governing body also has meaningful input. Priorities are clearly targeted in the school development plan and reflect the educational and other aims of the school. The school development plan is helping to ensure that a manageable programme of improvement is instigated and that staff energies and financial resources are targeted efficiently.
79. The governing body's finance committee has defined its role properly. Governors are fully meeting their responsibilities in relation to budget setting and they diligently monitor spending throughout the year. The current budget is dependent upon the use of money carried forward but reserves remain healthy and the school is fully aware of the need for future vigilance. The governing body evaluates the cost-effectiveness of major spending decisions through the focused reports of the headteacher and subject co-ordinators, through discussion and by regular visits to classrooms. The use of more closely defined measures, such as relating targets and expenditure to subsequent outcomes, further strengthens this process. The school has made satisfactory progress in addressing the issue relating to the evaluation of cost effectiveness which was raised in the previous inspection report.

80. Financial control and office administration are very good and the school secretary carries out her responsibilities expertly and diligently. The last audit report of the school's finances made a number of relatively minor recommendations all of which have been addressed. There is independent separation of the procedures for ordering and payment. The computerised accounting system supports secure financial administration and very good use is made of computer analysis in order to monitor spending. The school is very appreciative of the quality and range of support received from the local education authority's finance officer.
81. Teaching and support staff are generally used satisfactorily although the use of support staff is not reviewed frequently enough. Learning resources and accommodation are generally used well. The school has insufficient computers to meet the increased importance and demands of the subject. Resources to support the effective delivery of the National Curriculum are at least sufficient in all other subjects. School sessions start promptly and time in lessons is used productively. Funds allocated for specific purposes such as staff training and to support pupils with social deprivation are targeted properly. Particular grants to support information technology and the introduction of the National Literacy Strategy have been spent well.
82. Most pupils enter school with knowledge and understanding which is below that expected for their age. A very favourable ethos has been established; most pupils have positive attitudes and the overall quality of teaching is good. The majority of pupils make good progress as they move through the school and, with the exception of English and mathematics, are on course to reach expected standards at the end of Key Stage 1. Although the school receives an above-average financial allocation for educating each pupil it uses its resources well and is judged to provide good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

83. Provision for children under five is good overall and in the nursery it is very good. The early years classes provide a safe, secure and happy environment in which children flourish.

Personal and social development

84. Children enter the nursery with development well below that expected for their age. Great efforts are made by the teachers to encourage children to become independent. Children learn to take care of their toilet and personal hygiene needs and to dress themselves independently. They learn to play together amicably, to take turns and to wait their own turn. Children's limited attention spans are extended through skilful teaching. They treat the toys and equipment with care and respect. Children make good progress.
85. Children in reception classes demonstrate increasing independence in their personal needs and dressing themselves. They share resources and help one another. Less able children still find it difficult to wait their turn and put up their hand rather than call out answers. Children work independently, and with appropriate concentration, without direct adult supervision. Children respond with wonder and excitement to new experiences presented to them. They continue to make good progress so that most children are in line with expectations by the age of five.

Language and literacy

86. Children in the nursery have very restricted language skills. Very few children express themselves in complete sentences; the majority use single words or short phrases with a very limited vocabulary and lack of clarity. Many lack a basic vocabulary to describe their experiences or needs. The very few most able children begin to identify initial sounds, recognise their own name card and begin to form the letters to write their name independently. Children have little prior experience of books. They enjoy looking at picture books with adults. They recognise familiar objects, but have great difficulty describing the pictures in any detail. They have difficulty in predicting what will be on the next page or giving any reasons for what they find. They learn to handle books with care. Children are introduced to simple nursery rhymes and songs but are often reluctant to join in. Children make good progress because of the concentration on language development and constant encouragement by the teachers.
87. Most children in reception classes still have poor language skills. Their vocabulary is increasing and they begin to use more connected sentences, articulation is still below expectations. Children listen to stories attentively and begin to predict the next event. Less able children still identify only the most obvious familiar objects and cannot give reasons for what they see. More able children begin to acquire recognize simple words. They also begin to recognise some initial sounds. Most children recognise their own name card and begin to trace over it with fair pencil control. A few, more able children, begin to copy their name and copy beneath captions dictated to their teacher. They continue to make good progress but are below expectations for their age.

Mathematics

88. Children enter the nursery with little number knowledge. They begin to count to five. More able children recognise some of these numbers and count appropriate objects. Children begin to recognise a circle, square, and triangle. They act counting rhymes such as 'Five Currant Buns in a Baker's Shop'. Children make good progress, due to the variety and frequency of opportunities that teachers provide for children to practise counting.

89. Children in reception count to ten. More able children recognise the numbers, count objects correctly, the most able order the numbers correctly, and count backwards accurately. The least able cannot count to five or recognise the numbers reliably. Children recognise a circle, square, triangle, and oblong, and describe them by basic attributes. Children sort these into sets and 'not' sets. They continue to make good progress, but few reach the expected level for their age.

Knowledge and understanding of the world

90. Children enter the nursery with very little experience of the world beyond their own home. Limited language skills restrict their ability to describe the environment or events in their own lives. Children find it very difficult to tell what they have done over the weekend. Children enjoy using modelling material to roll it and cut out different circles. They build simple structures using junk materials and join sections to make a railway track. They play with sand and water, using a range of implements to build a sand castle or pour and sprinkle water. Children name the main body parts and the features on their face. Children make good progress but their knowledge is very limited.
91. Children in reception begin to recognise the difference between things which are old and those from the present. They understand that they have changed since they were babies. Children recognise that some books are special and make their own special books. They know that the Bible is a special book. They know some of the stories from the Old and New Testaments. Children recognise main features of a house, cut these out and stick them in the correct position. They make simple furniture from construction kits. Children make good progress within their limited horizons.

Physical development

92. Children in the nursery have good control of their movements. They ride tricycles with confidence steering them without collision. They kick, roll, throw and catch a large ball with confidence. Children move to music, following instructions from a recorded broadcast programme. Children's control of drawing and writing tools is less well developed. They make good progress in controlling their bodies in space, and moving in different ways.
93. Children in reception classes move about the hall well. They move in different ways following instructions to jump, hop, and skip, and join movements to create a simple sequence. They travel at different speeds and hold a balanced position when they stop. Children mime different actions successfully, such as scything corn or pushing a cart. Progress is good, so that attainment meets expectations by the time they are five.

Creative development

94. Nursery children use modeling materials to form simple shapes. They use paint to produce portraits. Children respond well to music by using percussion instruments, and the most able children follow different rhythms well. Children use the role play area to act out familiar situations. Constant encouragement by the teachers enables children to make sound progress but monosyllabic language skills inhibit children's imaginative development, for example, they are generally reluctant to join in singing rhymes.
95. Children in reception retain words and music quickly when learning a new song, which they sing clearly while incorporating appropriate actions. They use paint and crayons with increasing dexterity when producing pictures. Their manipulative skills are developing well so that they thread wool through a hole to make a personal bookmark. Children's imagination develops slowly because of limited language skills. Progress is satisfactory but attainment below that expected for their age.

96. Teaching in the nursery is always good and often very good. Teachers concentrate on developing children's social skills and particularly their language skills. They use every opportunity to reinforce vocabulary, introduce new vocabulary and encourage children to talk rather than use gesture. Teachers show great patience and constant encouragement. The pace of learning is appropriate for the age group with activities designed to encourage concentration without becoming tedious or boring. The nursery organisation is designed to provide children with a varied environment and many opportunities to enrich their lives and encourage new learning.
97. Teaching in reception classes is at least satisfactory, often good and sometimes very good. Teachers have a good understanding of the needs of these children. Every effort is made to develop children's language skills. Good lessons are planned in detail, identifying specific learning objectives, this ensures that the pace is appropriate and children make maximum progress. Activities are planned for the different ability groups. All teachers work very hard, enabling children to make good progress in all areas.
98. The curriculum in both years is planned to meet the Desirable Learning Outcomes in six areas of learning. Planning is done jointly between nursery and reception teachers to ensure that children's learning builds on what has gone before throughout the early years, with very good leadership by the early years co-ordinator. Excellent homework arrangements are in use in both years. Nursery children have a homework book which teachers use to ensure parents know how to help their children at home. These tasks are set weekly and cover colour naming, matching shapes, letter formation and counting, according to each child's stage of development. In reception, children are given weekly tasks in early reading, writing practice and number practice. Story books are taken home regularly by all children.
99. Very good assessment procedures are in place to monitor children's attainment and progress. These are used to set targets for each ability level and individual pupils. Very good records are kept of children's attainment and progress. Assessments are used to plan future lessons.
100. The good standards reported at the last inspection have been maintained.

ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY, AND RELIGIOUS EDUCATION

English

101. The National Curriculum tests undertaken in 1999, by pupils at the end of Key Stage 1, show that standards in reading and writing were slightly below the national average. The results show that standards have been sustained over the previous three years. When the results are compared with those of schools with pupils from similar backgrounds, the performance of pupils is above average for reading and writing. The inspection confirms that the proportion of Year 2 pupils who are on course to achieve the expected end of key stage standard for English is below the national average, although reading and listening skills are close to the average.
102. In Year 2, the number of pupils who are able to express themselves orally, with appropriate clarity and confidence, is below that expected for their age. Pupils contribute successfully to discussions in which they are required to recall knowledge learned in present or past lessons, such as in science, religious education, and geography. However, a significant proportion are unable to speak in longer sentences with appropriate cohesiveness and complexity. Teachers take every opportunity to extend pupils' vocabulary and to emphasise the expressive quality of words and this leads to good progress in speaking skills. The proportion of pupils who listen attentively, and constructively, to their teacher, and to the contributions made by others, is close to the national average. A good range of suitable opportunities for pupils to develop their speaking and listening skills is provided. Activities, such as role playing and drama, are used

effectively as a means of promoting competence, self esteem, and confidence.

103. In Year 2, achievement in reading is in line with the national average. The carefully-structured programme helps to promote standards. Teachers are extremely methodical in their approach to the teaching of reading and this helps to ensure that pupils make good progress as they move through the key stage. Most pupils enjoy reading and discuss what they have read with enthusiasm. They develop good phonic skills and use other strategies, such as context, in order to tackle unfamiliar words. Most are able to use simple dictionaries and average standards are achieved in relation to library skills. Standards of reading are well promoted by the regular reading partnership with home.
104. In Year 2, the proportion of pupils likely to achieve the expected levels in writing, by the end of key stage, is slightly below that found nationally. A smaller than average percentage demonstrate the expected awareness of grammatical structure and punctuation. Many possess a somewhat limited vocabulary with which to express themselves. Spelling is developed methodically, but a slightly smaller than average proportion achieve the expected levels of accuracy. Standards of letter formation and control are competent, and handwriting skills are developing satisfactorily. There is some use of word-processing to support the work in English but the application of information technology capability is not sufficiently systematic.
105. The majority of pupils enter Key Stage 1 with skills associated with literacy which are below those expected. The majority make good overall progress in English as they move through the key stage.
106. A range of suitable opportunities for pupils to develop their speaking and listening skills are provided which leads to good progress in this aspect of the subject. When they enter the key stage most pupils speak in very basic terms about something which is within their immediate experience. Older pupils speak with greater confidence and develop a simple theme.
107. The structured programme helps to promote reading standards and to ensure that most pupils make good progress in Key Stage 1. Most progress from the recognition of a limited range of words to the ability to read a simple story with understanding and enjoyment.
108. Most pupils in Key Stage 1 make good progress in writing skills. From elementary letter and simple word formation at the beginning of Key Stage 1, pupils develop increasing skills of literacy. By the end of the key stage, many express meaning using a sequence of sentences in which grammar, spelling, and handwriting is becoming refined. The majority of pupils with special educational needs make good progress as they move through the school although they receive only limited additional adult support.
109. Pupils' response to English is good. The majority of pupils have a very positive attitude towards the subject. They work diligently, persevere with their tasks and show obvious enthusiasm for their work. They collaborate productively in pairs and small groups. Most pupils are attentive, sustain concentration over a period and respond maturely when required to work independently.
110. The overall quality of teaching is good. Teachers are conscientious in their preparation and in the support which they provide for individual pupils. Activities are well matched to the needs of the pupils and a range of strategies are employed which help to sustain interest. Teachers have a caring and positive rapport with their pupils. Lessons are properly related to the requirements of the National Curriculum and the National Literacy Strategy. The need to cater for the differing abilities of the pupils is recognised and pupils with special educational needs are supported sensitively and effectively, with work directed at their particular difficulties. Very good teaching occurred in a lesson relating to the characterisation and structure of a traditional story. Here the challenging pace, the good subject knowledge and infectious enthusiasm of the teacher combined to promote good progress. Teaching which is satisfactory, rather than

good, has a less purposeful pace. In many cases, teachers' individual lesson plans focus upon the organisation of the lesson rather than specific learning outcomes.

111. The school places considerable emphasis upon English and has undertaken a number of measures to improve literacy skills. Most recent, has been the successful introduction of the National Literacy Strategy which staff have implemented with rigour. The co-ordinator for English is committed to improving standards and has a clear sense of purpose. She has led the initiatives identified by the school with energy and enthusiasm. Pupils' somewhat limited competence in writing restricts the contribution of literacy to standards in other areas of the curriculum.
112. The assessment procedures used to monitor pupils' progress are very good as is their use to guide the content of subsequent work. These measures complement and support the very systematic approach to the teaching of English which the school employs. The National Literacy Strategy is well understood by all teachers, and lesson strategies fully reflect the requirements. Standards in reading are further promoted by encouraging pupils to read at home, and by the training and information that has been provided to enable parents to support this aspect of the school's work.

Mathematics

113. In the 1999 National Curriculum tests, pupils' attainment was well below the national average and but above the average for similar schools. Attainment of more able pupils, that is those achieving Level 3, was in line with both the national average the average when compared with similar schools. The trend in results for the past three years shows a small improvement each year.
114. Pupils currently in Year 2 have attainment levels below those expected but are on course to achieve better results than the 1999 school leavers. They recognise the value of the digits in two-digit numbers. They add on tens with confidence. Pupils correctly distinguish between odd and even numbers and recognise the pattern in a hundred square. More able pupils recognise patterns when finding different ways of making 15, by adding together three numbers, and use this to continue the sequence. A very few able pupils begin to use this knowledge to find ways of making 15 by adding together 4 numbers. More able pupils find different ways of making simple mental calculations, for example 'what is the difference between 18 and 20?' A significant minority of less able pupils have difficulty recognising numbers beyond 100.
115. At the age of five, the attainment of most pupils is well below the expected level for their age. Throughout Key Stage 1, pupils, of all abilities, make good progress. In Year 1, pupils know the language of comparison for length. They compare objects of different lengths correctly and know which is longer or taller and which is shorter. More able pupils order several objects correctly, by length using direct comparison, and begin to use non-standard units to measure objects. In Year 2, pupils successfully extend their knowledge of all forms of measurement.
116. Pupils have good attitudes to mathematics and enjoy the lessons. They pay good attention, behave well, and are eager to contribute to oral sessions. They settle quickly to individual tasks and complete them sensibly. Most pupils work well without direct supervision.
117. Teaching is satisfactory overall, with 40 per cent being good or better. Where the teaching is better, it is because teachers plan their lessons in detail, identify exactly what pupils should learn, and prepare the resources carefully. This results in a good pace to learning, sharply-focused questions in oral work, and carefully-targeted tasks for the different ability groups, so that good progress is made. When lesson planning is less specific, the pace is slack and oral work less well focused, so that progress is slower.

118. There are good assessment procedures which are used regularly to measure pupils' progress. These assessments are used well to set appropriate targets for the different ability groups. The group targets are then used to set individual targets. These are shared with pupils and their parents. The targets are also used to set the regular homework tasks which support the learning in school effectively. These arrangements are having a very positive effect on pupils' attainment and progress.
119. The National Numeracy Strategy has been implemented fully. Great emphasis is placed on numeracy and mental calculation in all mathematics lessons. Every opportunity is taken to reinforce learning in other subject lessons, such as science and design and technology, as well as the daily routines such as registration. A newly-published scheme of work with thorough guidelines for the mathematics curriculum has been introduced and this is used satisfactorily in most classes to support the Numeracy Strategy. Some teachers are not yet secure in using both new schemes and rely heavily on the teachers' manuals. It is too early to assess the impact of the schemes on pupils' attainment and progress. The school has made good progress since the previous inspection in developing the mathematics curriculum.
120. There are sufficient resources to support all aspects of mathematics. These are generally distributed to the classrooms so that all teachers and pupils have ready access to them.

Science

121. In 1999, teachers' assessments of levels of attainment at the end of Key Stage 1, indicate a standard well below the national average and below the average when compared with similar schools. The pupils currently in Year 2 are on course to achieve improved levels which match national averages by the end of the key stage. Levels of knowledge are good but written work is often below average, as a result of below average writing ability.
122. Pupils in Year 2 have a clear understanding of the differences in materials and classify them accurately. They have a sound understanding of the need for aspects of investigations to be standardised in order that a test is fair, such as the need for quantities of materials to be the same before they investigate the effect of varying temperatures on changes in the material. Pupils explain changes in materials, for example when ice melts, and have good understanding of the reasons for ice melting at different rates when placed in different locations.
123. Pupils make good progress within lessons and over longer period of time. They are helped to consolidate their knowledge by frequent opportunities for practical investigation, and by teachers' planning of progression in what is taught. They progress, for example, by extending the range of materials which they sort and classify. Pupils with special educational needs make sound progress. Their progress is better when they have adult support to guide them through learning activities, for example, during a lesson in Year 1, on the sense of taste, in which a visiting student provided good assistance to a group of less able pupils. In the absence of such support, or where the teacher has planned a task such as write about what happened in an experiment but failed to provide lists of words to help pupils, progress is slower.
124. Throughout the school, pupils are generally well motivated and show a keen interest in science. Most pupils behave well and work collaboratively when required to do so. They listen attentively to their teachers and support staff and discuss their work enthusiastically.
125. The quality of teaching is good overall, and never less than satisfactory. Lessons are well planned, with clear objectives and tasks which are generally well chosen to achieve the objectives. The best lessons are structured appropriately and build on pupils' previous knowledge. Explanations are clear and there is an effective use of questioning. In all lessons, pupils are managed well, and organisation within classrooms is good. Teachers have good knowledge of the subject and have high expectations of the pupils' attitudes to work, and the

care to be shown with resources. The insistence on pupils using the correct vocabulary is a particular strength of teaching in all classes. Teachers generally mark pupils' work constructively, with praise and helpful comments, which motivates pupils to achieve the best work of which they are capable. More able pupils have sufficient challenge in their work and the general standard of presentation of work is satisfactory. In Year 1, most work is carried out on worksheets and this develops in Year 2 with pupils producing their own tables for recording results and free writing to describe investigations. It is a general weakness among teachers, that insufficient thought is given to the language vocabulary needed for pupils to complete these writing tasks successfully.

126. The science curriculum is based on a well-structured programme of topics. There is a thorough scheme of work which covers the required programme of study. This represents an improvement since the previous inspection by including more frequent experience of scientific investigations in all year groups. These guidelines for the curriculum do not, however, include the use of information technology to support teaching and learning and this is a weakness. There is good leadership of the subject. The co-ordinator reviews all teachers' planning and this, in turn, clearly identifies how and when pupils' learning is to be assessed. By reviewing these assessments, teachers accurately evaluate levels of attainment and establish appropriate targets for improvement in standards. There is annual monitoring, by the co-ordinator, of standards of work across the school which highlights particular strengths or weaknesses in what is being taught and learned. The school's resources for science are sufficient, well stored for ease of access, and, those available, are used well by staff.

Information technology

127. The majority of pupils in Year 2 are on course to reach the expected standard in information technology, for pupils at the end of Key Stage 1. Pupils display sound competencies in basic keyboard skills and are able, with support, to save and retrieve information. Most pupils display suitable levels of proficiency in word processing and are able to select options when investigating on-screen situations. Pupils are less confident in their ability to control programmable devices purposefully. They have satisfactory understanding of how information technology is used in the home and their environment. They enter, sort, and classify data, and present their findings, using a limited range of graphical representation. Skills associated with drawing and painting programs are well developed.
128. The majority of pupils, including those with special educational needs, make satisfactory progress as they move through Key Stage 1. There is a gradual improvement in knowledge and skills, although pupils are prevented from achieving greater rates of progress by the present level of resources.
129. Pupils display good attitudes to information technology. They behave sensibly and sustain concentration over time. Almost all pupils strive to achieve the desired results, and interact well with each other and with staff. There is productive co-operation and behaviour is mature and responsible. Almost all pupils clearly enjoy their work in relation to information technology.
130. The quality of teaching is satisfactory. Teachers plan lessons satisfactorily and have clear expectations of standards of work. They have positive relationships with their pupils and are conscientious in the support which they provide. Staff are broadly competent to deliver the programme, but additional training is needed to enable teachers to meet the increasing requirements of the subject. The school plans to seek specific funding to address this issue. Direct teaching of skills to the whole class has a positive effect upon progress but its impact is reduced by the lack of a computer suite and by the fact that several days may elapse between the initial teaching and pupils' 'hands on' experience.
131. Following the adoption of national guidance for information technology the elements of the subject are developed sequentially. However, this initiative has not yet worked its way through

a full cycle and not every pupil has yet received the same exposure to the subject. There is some use of information technology to enhance and support other areas of the curriculum, for example, in art, but it is not employed sufficiently systematically. Teachers maintain records which relate to the various elements of the planned programme but these do not identify skills with sufficient precision to chart individual experience and progress rigorously.

132. The school has recently purchased extra computers, by means of a national grant, but number of computers available for educational use remains below average and is insufficient to fully meet the demands of the subject. Most classrooms have only one computer and this limits the use of information technology to support other subjects. It also decreases the effectiveness with which skills are taught to the whole class and the extent to which pupils can have direct experience. This low level of resources limits the attainment and progress of pupils in the long term.

Religious education

133. Pupils' attainment is in line with the Local Agreed Syllabus for religious education when discussing their learning orally, but below expectations in written work. Attainment of many pupils is limited by their below-average language skills. Progress in knowledge about religion, and from religion, through the school is good.
134. Pupils in Year 2 relate, competently, the main features of Old Testament stories they have heard. They recall the main facts from Jesus' life. They know the stories come from the Bible which is a special holy book. Pupils discuss the use of symbols in different religions and explain why they are used. They know that in the past a fish symbol, known as the Ichthus, was used as a secret sign to protect Christians from Roman oppressors. Pupils understand the love of God and Jesus' teaching on how we should live our lives. They know that there are festivals celebrated at various times of the year by people from different world faiths, such as Diwali by Hindus. Pupils' limited writing skills make it difficult for them to record this in details, but they recall the facts well. Good memory skills are helping pupils to make good progress.
135. Pupils enjoy their lessons and learn from them. Religious education makes a significant contribution to pupils' spiritual, moral, social, and cultural development, and to their language development. Pupils understand, from learning about the Ten Commandments and Jesus' teaching, why they should treat one another with kindness and respect and why it is necessary to conform to rules. They have a clear sense of right and wrong.
136. The quality of teaching is good. All teachers are committed to giving pupils and insight into religious belief in its many forms. Teachers have good subject knowledge. They show very good class control in lessons and communicate clear expectations of the standards of behaviour and attitudes to work that pupils should show.
137. The school has recently adopted the Local Agreed Syllabus. This is very helpful as it sets out clear targets for learning about different world faiths and learning from religious belief. The co-ordinator has prepared a suitable curriculum action plan to monitor and evaluate the implementation of the new syllabus. A recent audit of the resources has identified some gaps to support learning about Judaism and the need to replace some outdated posters. Visits to local places of worship, and visits from local clergy, support learning well. Where possible, half-termly themes are linked to other curriculum areas.
138. Assessment is built into the programme of study. Attainment is recorded on individual pupil record sheets which are regularly updated.
139. The good standards from the previous inspection have been maintained.

OTHER SUBJECTS OR COURSES

Art

140. All pupils, including those with special educational needs, are making satisfactory progress. They work with accuracy and expression as they gain experience in a wide range of artistic activities. They successfully mix colours, use simple printing techniques and model in clay. They produce pictures of satisfactory quality from observation and by using their imagination. The majority of pupils display levels of skill and creativity which are appropriate for their age. They are able to use appropriate techniques and tools in painting, collage, pattern, printing and modelling. Pupils work in both two and three dimensions and gain experience with a satisfactory variety of materials. They are introduced to the work of a number of well known artists whose style and method is satisfactorily used to influence their own interpretation and development. A number of pupils produce work of particularly good quality. The hand-printing patterns, in which colour combinations were investigated, and the 'Irises at Giverny', after the style of Monet, provide examples of such higher achievement. The influence of other Western and non-Western styles is also utilised. The plates decorated in 'canal art', and the Mehndi patterns, provide good examples of the latter and demonstrate the effective links which are often made with other curriculum areas. There is satisfactory use of the artistic capability of information technology. The standards observed at the previous inspection have been maintained.
141. Pupils' response to art is good. The majority clearly enjoy their work in art lessons. Pupils are encouraged to evaluate and improve their work and the majority show satisfaction and pride in their finished product.
142. The quality of teaching is satisfactory. Teachers place due emphasis upon the subject and they provide their pupils with a satisfactory range of experiences and opportunities. The work in art is often effectively linked to other areas of the curriculum, as in observational drawings of buildings and patterns using two-dimensional shapes.
143. The co-ordinator brings enthusiasm and a sense of purpose to her work. The school is modifying national guidance in order to maintain the range and balance within the subject. Examples of pupils' work in art are pleasingly displayed around the school and this provides an attractive focus for the subject.

Design and technology

144. Pupils make good progress from a low base, for example, in Year 2, they design a coat of many colours for Joseph very competently. From this design, pupils make a paper pattern which is transferred to fabric. They handle scissors proficiently to cut out the design. Pupils thread needles independently to sew pieces together. Limited language skills make it difficult for pupils to evaluate their products effectively. In Year 1, pupils display average skills in manipulating implements when slicing, peeling, and grating fruit and vegetables to create a healthy meal.
145. Pupils have good attitudes and enjoy using tools and equipment. They listen carefully to instructions and handle the resources safely. They behave well in lessons. Pupils tidy up and clear away all equipment quickly and sensibly.
146. In the very few lessons seen, teaching was at least satisfactory. Lessons are planned using the newly introduced Qualifications and Curriculum Authority scheme of work. Teachers are finding the content of this scheme very challenging for the pupils. Teachers' lesson plans are taken directly from the scheme of work and do not indicate the specific learning objectives and tasks to be completed for individual lessons. This, sometimes, has an impact on the quality of

preparation. The co-ordinator has not yet adapted the scheme to take account of the particular stage of development, and needs of pupils in this school.

147. There is a sound scheme for assessing pupils' attainment in skills development which is kept up-to-date. An annotated portfolio of completed work is kept to show progress in the development of skills.
148. Resources have been purchased recently to support the new scheme of work. Resources are generally adequate. Some classrooms are rather cramped for practical work. There is a good specialist room which is sometimes used for food technology. Teachers have limited support from voluntary helpers, and students, to help with the practical activities.

Geography

149. The number of lessons observed during the period of the inspection was limited but the overall evidence indicates that the majority of pupils make satisfactory progress. Pupils acquire appropriate knowledge of types of homes and to how land is used. Pupils have suitable awareness of features in their local area and identify similarities and differences in a contrasting area such as the fictional Isle of Struay. Older pupils are beginning to gain knowledge of the United Kingdom. They have satisfactory knowledge of maps, and can explain differences in types of weather. There is good awareness of environmental matters. Pupils with special educational needs are integrated effectively and also make satisfactory progress.
150. Pupils' response to geography is good. The majority of pupils display interest in the subject and work sensibly. Most apply themselves diligently to their tasks and work with care and concentration. There is productive collaboration between pupils and most are keen to contribute to class discussion. Pupils display commendable concern for environmental issues.
151. The quality of teaching is satisfactory. Carefully-prepared lessons relate properly to the school's adaptation of the National Curriculum requirements. Teachers form positive relationships with their pupils and are conscientious in the support which they provide. Class management and organisation are good and a constructive learning atmosphere is created within a well structured lesson. The specific learning objectives to be achieved by pupils in particular lessons are not always identified with sufficient precision.
152. National guidance has been adopted which is helping to ensure that pupils' knowledge and skills are developed in a logical and sequential way. Meaningful links with other subjects are established through the school's cross-curricular topic approach. Appropriate use is made of the local area in geographical work, and visits to places of educational interest, such as the Black Country Museum, further enrich the curriculum.
153. The standards observed at the previous inspection have been maintained.

History

154. Pupils make good progress so that, by Year 2, they are beginning to understand the passage of time. They know that there are differences between everyday life in the past and present. Pupils describe some of these differences and explain that some are due to the lack of electricity, so that lighting was by candle or oil lamps and heating by open fires. Pupils are aware that, before cars were invented, transport was by foot or horse-drawn carriage. In Year 2, pupils handle a set of artefacts provided with care and interest. They make sensible suggestions about the age of different items using clues available to them. Pupils discriminate between things that are old, very old and very, very old. However, they have limited recall of specific events or characters from the past that they have learnt about and overall attainment is

lower than usual.

155. In the one lesson observed, pupils in Year 1 generated appropriate questions to help them describe a range of domestic objects from the past and to decide what they were used for. Pupils' limited written skills inhibit progress in recording their learning, and describing objects or events in detail.
156. Pupils enjoy learning about the past. They particularly like handling objects with which they can identify. They handle these with care. Pupils' positive attitudes help them to make good overall progress.
157. Only one lesson could be observed during the inspection. This was a very good lesson, but it is not possible to make a general judgement on the quality of teaching.
158. There is a satisfactory history curriculum with sound assessment of pupils' learning. The school has recently adopted the scheme provided by the Qualifications and Curriculum Authority. The scheme ensures continuity and progression in knowledge and skills development. Lessons are planned using this as a guide. The co-ordinator was not available for discussion. A record sheet of attainment in history skills is used to record pupils' progress. Assessment is by informal observation. The co-ordinator monitors lessons and evaluates the programme of work at regular intervals. The process is used to review and modify the programme wherever necessary.
159. The school has a satisfactory range of resources which are well organised to support topics. These are used effectively. Educational visits are made to support learning each year.
160. The standards reported at the previous inspection have been maintained.

Music

161. All pupils, including those with special educational needs, make good progress and their attainment exceeds that expected for their age. They have a broad repertoire of songs which they sing from memory. The majority of pupils control pitch and rhythm well. Pupils generally have good listening skills and show these whether listening to songs or identifying different qualities of percussion instruments. Pupils are generally confident when playing percussion and perform simple rhythmic patterns successfully. They listen to the music of a wide range of composers, and from many different cultures, an experience which is extended successfully by the music heard in assemblies. The good standards evident at the time of the previous inspection have been maintained.
162. Pupils make good progress within individual lessons due to the enthusiasm with which they approach the well-planned learning activities that teachers provide. Memory skills are good, they learn new melodies and words quickly and they also show very good retention of songs from much earlier in their schooling.
163. Pupils generally respond well to music throughout the school. They have an obvious enjoyment of singing and express delight at opportunities to sing favourite songs. They are generally attentive and well behaved in lessons. They work well in collaborative situations and approach their work conscientiously.
164. The teaching of music is good. Lessons are well planned and good use is made of resources. Good teaching occurs when the level of subject expertise is high and the teacher's enthusiasm is communicated to pupils. Non-specialist class teachers work hard to ensure complete familiarity with the material to be taught and all lessons proceed with a brisk pace. There is insufficient use of tape-recording of pupils' performances, particularly when playing instruments. This prevents either teachers or pupils from evaluating and considering ways of

improving.

165. There is a very good music policy which, together with thorough guidelines on what is to be taught, provides a good framework for pupils' learning. An enthusiastic, hard-working co-ordinator leads the subject very effectively. Existing procedures for assessment and record keeping are satisfactory, but the co-ordinator is reviewing them with the aim of making them more manageable. The school has good resources and accommodation which are well used. Pupils have good opportunities to perform with a wide range of instruments, the material for listening activities is broad but needs extending further to include examples of music from other cultures.

Physical education

166. Pupils make good progress and their standards are higher than is usual in gymnastics and dance. This is an improvement on standards at the time of the previous inspection. In Year 2, pupils have confidence and expertise on gymnastic apparatus. They show good quality of movement, performing a variety of actions, such as different shapes in jumps which are successfully combined with well-controlled landings. The ability to link different movements into sequences is evident in Year 1, as in a challenging, but very successful, lesson requiring pupils to link stretched and curled jumps while moving along, up and over apparatus. By Year 2, such sequences are performed with a good flow from one movement to the next. In dance, in Year 2, pupils' movements show imagination and variety. A lesson on the theme of 'Africa' demonstrated pupils' good ability to show contrasts in their dance, moving quickly or slowly in response to musical and dramatic stimuli. Pupils with special educational needs match the good attainment and progress of their peers.
167. Pupils make good progress in their understanding of the importance of physical activity and of the basic health related aspects of physical education. In Year 1, pupils handle gymnastic apparatus correctly and move it quickly but carefully into position. In Year 2, pupils accurately describe the effect of exercise on the heart. Pupils' knowledge of safety factors is good.
168. Pupils have good attitudes to the subject. They respond enthusiastically to all opportunities for physical activity. They listen carefully to their teachers, watch demonstrations with appropriate respect, and often with admiration, for the performances of others. All pupils change into appropriate clothing and, in most classes, pupils are happy to work bare-footed in indoor lessons. This improves the quality of their movement as well as being beneficial to their health.
169. The quality of teaching is good. In the most effective lessons, teachers make good use of selected pupil demonstrators to reinforce the main teaching points and all pupils are encouraged to observe carefully. Class management is good, with high expectations of good behaviour and purposeful activity at all times.
170. All teachers are ever conscious of safety factors and ensure that the school's policy on safety in physical education is implemented fully at all times. This results in pupils having good safety awareness, for example, during a gymnastics lesson in Year 1, where the teacher's good organisation of apparatus enabled pupils to work confidently and safely while sustaining good levels of continuous activity without having to wait to take turns.
171. The school curriculum in physical education is broad and balanced and the swimming option is included for pupils in Year 2, during the latter part of the year. A well-written policy, and detailed guidelines on what is to be taught, provide a very good framework for teachers, contributing to the good standards of teaching and pupils' good attainment and progress. There is concise, relevant recording of pupils' achievements which enables teachers to plan effectively for the next stage in their learning
172. The school has a large hall, which is used for gymnastics, and a smaller hall for dance lessons.

The playground is an appropriate size for games lessons. Resources are good for all areas of activity; they are plentiful and in good condition.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

173. In addition to preliminary visits, a team of four inspectors including a lay inspector spent the equivalent of 16 days in school collecting first-hand evidence. The team observed 74 lessons or part lessons, and heard pupils from each year group read, with a total of 44 hours spent in classrooms. All teachers were seen teaching. Assemblies, pupils' arrival and departure from school, registration and recreation periods were also observed. Samples of pupils' past and current work from each year group were scrutinised separately, and within lessons. Discussions were held with the headteacher, all staff, visitors, the governing body, and individual governors. Informal discussions were held with pupils in all classes, and many parents. Before the inspection, five parents attended a meeting at which their views on aspects of the school were invited. Questionnaires were returned by 30 families and a table of the results of these is included at the end of the report.
174. A wide range of documentation and information supplied by the school was studied, including policy documents, photographic records, teachers' planning, reports, portfolios of pupils' work, budgetary information, the school development plan, attendance registers and minutes of meetings.

DATA AND INDICATORS

Pupil data

| | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on school's register of SEN | Number of full-time pupils eligible for free school meals |
|---------------------|---|---|--|---|
| YR – Y2 | 201 | 2 | 32 | 73 |
| Nursery Unit/School | 26 | 0 | 3 | 0 |

Teachers and classes

Qualified teachers (YR – Y2)

| | |
|---|------|
| Total number of qualified teachers (full-time equivalent) | 9 |
| Number of pupils per qualified teacher | 22.3 |

Education support staff (YR – Y2)

| | |
|---|------|
| Total number of education support staff | 3 |
| Total aggregate hours worked each week | 78.5 |

Qualified teachers (Nursery school, classes or unit)

| | |
|---|---|
| Total number of qualified teachers (full-time equivalent) | 0 |
| Number of pupils per qualified teacher | 0 |

Education support staff (Nursery school, classes or unit)

| | |
|---|----|
| Total number of education support staff | 2 |
| Total aggregate hours worked each week | 65 |

| | |
|---------------------|------|
| Average class size: | 25.1 |
|---------------------|------|

Financial data

| | |
|-----------------|---------|
| Financial year: | 1998/99 |
|-----------------|---------|

| | £ |
|--|---------|
| Total Income | 463,799 |
| Total Expenditure | 437,978 |
| Expenditure per pupil | 2,027 |
| Balance brought forward from previous year | 16,089 |
| Balance carried forward to next year | 41,910 |

PARENTAL SURVEY

Number of questionnaires sent out:

180

Number of questionnaires returned:

30

Responses (percentage of answers in each category):

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel the school encourages parents to play an active part in the life of the school | 33 | 63 | 3 | 0 | 0 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 50 | 37 | 13 | 0 | 0 |
| The school handles complaints from parents well | 23 | 57 | 10 | 10 | 0 |
| The school gives me a clear understanding of what is taught | 30 | 70 | 0 | 0 | 0 |
| The school keeps me well informed about my child(ren)'s progress | 40 | 60 | 0 | 0 | 0 |
| The school enables my child(ren) to achieve a good standard of work | 57 | 43 | 0 | 0 | 0 |
| The school encourages children to get involved in more than just their daily lessons | 43 | 40 | 17 | 0 | 0 |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 33 | 60 | 7 | 0 | 0 |
| The school's values and attitudes have a positive effect on my child(ren) | 37 | 57 | 7 | 0 | 0 |
| The school achieves high standards of good behaviour | 37 | 47 | 13 | 3 | 0 |
| My child(ren) like(s) school | 60 | 37 | 3 | 0 | 0 |