

INSPECTION REPORT

GREENFIELD PRIMARY SCHOOL

Stourbridge

LEA area: Dudley

Unique reference number: 103799

Acting Headteacher: Mr. David Baker

Reporting inspector: Mr. G.W. Cooper
23647

Dates of inspection: 5th – 8th November, 2001

Inspection number: 193397

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hill Street Stourbridge West Midlands
Postcode:	DY8 1AL
Telephone number:	01384818585
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. Elizabeth Mills
Date of previous inspection:	14 th – 17 th April, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23647	Mr G W Cooper	Registered inspector	Science, music	<p>What sort of school is it?</p> <p>The school's results and pupils' achievements</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
13450	Mrs J Madden	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
23221	Mrs L M Parkinson	Team member	<p>Children in the foundation stage</p> <p>History</p> <p>Geography</p>	
30439	Mr M K Heyes	Team member	<p>Special educational needs</p> <p>Mathematics</p> <p>Information and communication technology</p> <p>Art and design</p> <p>Design and technology</p>	<p>How well are pupils taught?</p>

29263	Mrs F E Clarke	Team member	English Equal opportunities Physical education Religious education	How good are the curricular and other opportunities offered to pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenfield Primary School caters for 280 boys and girls aged four to eleven. It lies in a small town of relative rural setting but close to the motorway network. Almost all pupils come from a white United Kingdom heritage. There are no pupils learning English as a new language. Social and economic data indicates that the area is one of relative privilege. Less than three per cent of pupils are entitled to a free school meal and this is low nationally. About 20 per cent of pupils are identified as having special educational needs. This is close to the national average. Two pupils have a statement of special educational needs. This is about average for schools of this type. When pupils enter full time education their acquisition of skills, knowledge and understanding is a little above that expected.

HOW GOOD THE SCHOOL IS

This is an effective and improving school. National Curriculum test results show that standards for seven year olds are well above average and sometimes high. Tests for eleven year olds show standards above and well above average. Teaching is good with some examples of excellent practice. Despite the recent departure of the headteacher and the imminent departure of the acting headteacher, leadership and management are very good. The school provides good value for money.

What the school does well

- Children in the Foundation Stage get off to a good start in their education: the Foundation Stage curriculum has been well implemented.
- In the work seen, pupils attain standards that are usually above expectation in English and mathematics; standards are well above the level expected in science by the time pupils are eleven.
- Secure management strategies bring about very good leadership and management.
- Teaching is good throughout the school with a significant proportion of very good teaching and some excellent practice.
- Pupils' personal standards are very good because of very good school provision.
- The school presents itself well; the building is attractive and well maintained, which makes a significant contribution to the positive ethos of the school.

What could be improved

- The precise targeting of what pupils with special educational needs should achieve in the short term.
- The role of the subject co-ordinator in evaluating lessons and their outcomes.
- Aspects of the partnership with parents.
- Outdoor play provision for children in the Foundation Stage.
- Provision of up-to-date books in the library.
- Opportunities for the independent learning of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in April, 1997. Improvement has been good since then. Significant improvement has been made against the key issues of that inspection: day-to-day assessment is satisfactory; the quality of teaching has improved overall; the range of extra-curricular activities is good. In addition, pupils' academic standards have improved in line with the national trend of improvement. Pupils' relationships with adults and with each other are excellent. Teaching is good with some examples of excellent practice. The curriculum is good. Despite recent changes in senior staff, leadership and management are maintained at a very good level.

STANDARDS

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

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

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

National Curriculum tests results for eleven year olds in 2001 are a considerable improvement on the results for 2000 when the school showed a decline in its overall trend of results. Attainment in English and science was well above the national average for all schools and mathematics above that average. Compared with schools in a similar social and economic setting English was above average, science well above average and mathematics broadly in line with the average. The school's analysis of past results has seen action taken to address weaknesses, and has proved to be very effective. Despite the decline in 2000 the school's results show an upward trend. Results for seven year olds (end of Key Stage 1) are consistently well above average. The 2001 results show attainment in writing and mathematics to be high (in the top five per cent of results nationally). Reading is well above average. Compared with similar schools, reading and mathematics are well above average and writing is in the top five per cent of results for similar schools. The five-year trend of results is upwards.

Although improvement is noted in all subject areas for both seven and eleven year olds, the improvement is most strongly noted in science. The school's overall trend in improvement is broadly in line with the national trend of improvement. There are differences in the attainment of boys and girls: girls do better than boys, especially in Years 1 and 2. The school has taken steps to redress this imbalance, although strategies have not yet had sufficient time to take effect. The school sets the required targets for the attainment of pupils when they are eleven. Targets for English in 2001 were exceeded but targets for mathematics were not achieved. Future targets are challenging and based on prior attainment. Pupils are on course to achieve their targets.

In the work seen during inspection, standards of attainment for seven year olds were well above the expected level in reading and writing and mathematics, above national expectations in speaking and listening, science, information and communication technology and music. Standards matched expectations in art, geography, history, physical education and religious education. The attainment of eleven years was well above expectation in science, above expectation in all aspects of English, mathematics, history and information and communication technology. Standards in art and design, geography, music, physical education and religious education match expectations of pupils of similar age nationally. Insufficient evidence in design and technology made it impossible to make a judgement. Children in the Foundation Stage are well on course to achieve or exceed the expected goals for learning for their age. Achievement (improvement over time in relation to prior attainment) is never less than satisfactory throughout the school. Pupils achieve well in many areas of the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very positive about their school life.

Behaviour, in and out of classrooms	Very good. It is rare that a teacher finds it necessary to spend time managing the behaviour of any pupil.
Personal development and relationships	Very good. Pupils gain a great deal in their sense of personal responsibility. They have excellent relationships with adults and each other.
Attendance	Good. Attendance is consistently above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good overall throughout the school. There are examples of excellent practice in teaching and a significant proportion of lessons seen were very good. The teaching of English and mathematics is good. Teachers have a firm grasp of the national strategies for teaching literacy and numeracy and consequently basic skills are taught well. Teaching in science is very good in Years three to six. Teaching in all other subjects is judged to be at least satisfactory but frequently good. In one lesson, pupils were not sufficiently challenged to behave well and achieve higher standards. Pupils' learning is good. This is the result of the enthusiasm they bring to their work and their determination to succeed, allied to the good plans teachers make and their good use of subject knowledge. Tasks are designed to offer challenge to higher attaining pupils, although occasionally not enough is made of pupils' imaginative and creative potential. Some pupils do not have sufficient opportunity to work independently. Tasks for special educational needs pupils are well matched to their prior attainment, although targets on their learning plans are often too general.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school teaches the full statutory curriculum and enriches it by additional experiences beyond the classroom.
Provision for pupils with special educational needs	Satisfactory. The school meets the requirements of the code of practice for these pupils. Targets on their learning plans are insufficiently refined.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There are particular strengths in moral and social provision. Cultural provision is satisfactory but lacks a broad emphasis on education within a diverse society.
How well the school cares for its pupils	Good. Assessment procedures have improved significantly. Staff know pupils well and care for their welfare. There are no formal procedures for monitoring personal development.
Partnership with parents	Satisfactory. Suitable formal arrangements involve parents in the work of the school. The school is aware of the need to improve its response to parental concerns.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Despite recent senior management changes, good management structures have ensured calm and purposeful management. Subject co-ordinators play a strong role within the limitations of school expectations of them. They do not have the chance to see what is happening in other classrooms, or to look at the work pupils do.
How well the governors fulfil their responsibilities	Very good. Governors are well informed and vigorous in supporting the future direction of the school. They fulfil their statutory responsibilities.
The school's evaluation of its performance	Good. The school's self evaluation processes make it aware of its strengths and areas for development.
The strategic use of resources	Good. The school makes good and precise use of its funding and resources available to it.
Staffing, accommodation and learning resources	Satisfactory. Skilled teaching staff are well complemented by the good work of learning support assistants. Pleasant and well cared for accommodation is limited only by the size of some teaching areas and space for outdoor play in the Foundation Stage. Learning resources are satisfactory. Many books in the library are well worn and do not contain up-to-date information for pupils.
Application of the principles of best value	Good. The school makes effective use of the principles of comparison, challenge, consultation and competition to judge the value of its standards and provision.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> the school has high expectations of children and behaviour is good. children make good progress and like school. teaching is good and parents feel confident approaching the school with concerns. leadership and management are good and the school supports children in their growing sense of responsibility. 	<ul style="list-style-type: none"> the home school partnership so that parents have a better view of how their child is getting on. the provision for activities out of school hours. homework.

The inspection team agrees wholeheartedly with the positive views of parents. They have a good understanding of the school's strengths. An unusually high number of parents expressed written views to the team. While some of these were very supportive of the school, most of them were individual concerns. It does indicate that there needs to be an added dimension to the school's partnership with parents. The team disagrees about out-of-school activities. The range of activities is interesting and challenging, including opportunities for music and sport. Parents may not recognise that activities in lunch times are additional to the curriculum. Some clubs do not operate around the year. Most activities are centred on older pupils. This is usual in primary schools. Parents of younger pupils may not know the range of activities available to older pupils. The school has recently reviewed its approach to homework. Enough was seen during inspection for inspectors to judge that the giving of homework was satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Children enter the Reception classes with a range of skills and knowledge assessed to be typically better than those of children of similar age. They make good progress in Reception and are well on target to achieve and sometimes exceed the expected learning goals for their age.
- 2 Standard National Curriculum tests for seven year olds in 2001 showed that attainment was well above the national average in reading and high in writing and mathematics. Standards in writing and mathematics were in the top five per cent of results nationally. Given their prior attainment pupils make good progress and achieve well. The five-year trend of results is consistently above the national average and steadily climbing, especially in writing and mathematics. There have been differences in the attainment of boys and girls, although this difference is less strongly marked more recently. Boys have not attained as well as girls, although both boys and girls attain above the national average for boys and girls. When compared with similar schools, attainment is high in writing (top five per cent) and well above average in reading and mathematics. Teacher assessments for science at this age indicate attainment is very high. In all areas tested and assessed, many pupils achieve the higher levels possible. Most pupils achieve at least the expected level. Standard tests for eleven year olds in 2001 show attainment well above average in English and science and above average in mathematics. Given prior attainment pupils make satisfactory progress. Although there was a considerable decline in standards in 2000, this has been reversed and the school's normal trend of improvement recovered. Although all subjects show improvement, this is most marked in science. The school's overall trend of improvement is in line with the national trend. Most pupils achieve the expected level; many do better than that. Differences in attainment between boys and girls are small. Over a three-year period both boys and girls exceed the national average of standards attained. The school sets targets for eleven year olds which are challenging and well matched to take pupils beyond their prior attainment. Targets were exceeded in English in 2001 but narrowly missed in mathematics. Targets for next year are challenging but achievable. Pupils are on track to achieve their targets.
- 3 In the work seen, seven year olds attain standards that are above expectations in speaking and listening and well above expectations in reading and writing. The impact of the national strategy for teaching literacy is having a very positive effect. Standards in mathematics are well above expectations. Pupils learn good number skills, which support all their work in mathematics. Standards in science are above expectations. Many tasks are creative and imaginative. Pupils gain a great deal from their first hand scientific investigations, although work sheets do not give higher attaining pupils the opportunity to demonstrate the depth of their knowledge and understanding. Good use of information and communication technology skills promote standards above expectation. Standards are above expectations in music because of powerful and well-informed teaching by the music co-ordinator. There was insufficient evidence to make a secure judgement about standards in design and technology. Standards in art and design, geography, history and physical education match the standard expected at this age. Standards in religious education match the expectations of the local syllabus. In the work seen with eleven year olds standards in English and mathematics are above those expected. Pupils are acquiring good literacy and numeracy skills. Standards in science are well above expectations. This

is the result of strong teaching, sometimes excellent in quality that generates a great deal of interest and enthusiasm among pupils. Standards in information and communications technology are above expectations. Attainment in art and design, geography, history, music, physical education and religious education matches expectations. No judgement can be made in design and technology because there is insufficient evidence. A particular strength is found in music, where pupils who have particular interest and talent get good opportunities to make music. They learn to play an instrument, to sing and to take part in ensemble work.

- 4 The attainment of pupils with special educational needs is lower than the majority of their peers but they make satisfactory progress when account is taken of their learning difficulties. They participate in all areas of the curriculum and receive good support where necessary. Pupils with special educational needs are responsive to lessons taking a positive attitude towards their learning. There is no evidence to suggest that the behaviour of pupils with special educational needs is any less positive than that of their peers. All pupils with special educational needs are fully accepted by their peers and not teased or harassed in any way. There were no noted incidents of non-acceptance by their peers. There are no pupils learning English as a new language.

Pupils' attitudes, values and personal development

- 5 Pupils' attitudes to the school have been a strength of the school since the last inspection and remain very good. They thoroughly enjoy their time at school both in the classroom and during break times. During lessons, pupils are enthusiastic and keen to learn, confident and focused on their work. They settle quickly to the school day and take an active part in all school activities, including the numerous interesting clubs such as astronomy and the maths club. Pupils with special needs take a full and active role in the whole life of the school. They enjoy learning.
- 6 Pupils' behaviour continues to be very good in and around the school. Parents are very happy with this situation. Pupils overall have a natural courtesy and respond well to the good management and teaching in the classroom. During lunchtimes and playtimes, behaviour is similarly very good and pupils play well together across the age groups with evident enjoyment. There was no evidence of rough or oppressive behaviour during the inspection and those pupils spoken to during the inspection had had little experience of it in the school. Unhappily, two young pupils were temporarily excluded in the last academic year. One has since left, but the one remaining is now well-supported and making good progress. When pupils of all ages move round the school unsupervised, they do so quietly and purposefully and are clearly proud of the trust placed in them.
- 7 Relationships in the school are excellent, an improvement since the last inspection. Pupils enjoy the company of their classmates, working well together in pairs and groups and joining in the whole class work with each other. The rapport between class teachers and their pupils is built on mutual respect, the good teaching and classroom management giving pupils the opportunity to do their best in a relaxed and supportive atmosphere. At lunchtimes Year 6 pupils act as play leaders for the younger pupils and ensure that children are not lonely and left out of games and activities. In an interview with Year 2, pupils it was made clear that they appreciated the care of older pupils and in their turn enjoyed helping the Year 1 pupils feel secure. Pupils with special needs have similarly excellent relationships and mix well with the other pupils, sharing in the joy and fun of learning seen in many classrooms.

- 8 Pupils' personal development is good. They take part in a variety of activities outside the classroom, including residential visits, which develop their social skills and challenge their ability to conquer fears they may have in taxing physical activities. Pupils in Year 6 are responsible for many areas of school life, including acting as lunchtime monitors, play leaders, caring for the library and looking after the office at lunchtime whilst the secretary is absent. Younger pupils return registers to the office daily, act as book monitors and generally keep the classroom tidy and equipment in its correct place. In Reception class, pupils are given the opportunity to plan and organise their work. Similarly in Year 6 pupils are encouraged to undertake independent learning and work to their targets in English and maths. This is not widely the case in other classes where pupils are given little responsibility for their own learning.
- 9 Attendance in 1999/2000 was good and well above the national average whilst authorised absence is broadly in line with the national average. However, in 2000/2001 the level of attendance fell owing to the number of parents taking pupils on holidays during term.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 10 The overall quality of teaching observed across the school was judged to be of a good quality. The issue of pace and challenge from the previous inspection has been addressed. Most lessons seen were brisk and challenging for the age and ability range of pupils.
- 11 The quality of teaching in the Reception class is good overall. One session was judged to be very good. Teaching is very good in personal, social and emotional development and in knowledge and understanding of the world. It is satisfactory in creative development. There is no unsatisfactory teaching. The teacher has fully adopted the new curriculum and is working very effectively towards the early learning goals. The teacher is implementing elements of the National Literacy Strategy effectively. The staff of three in the Foundation Stage are well led by the knowledgeable co-ordinator. They all have very good knowledge of the needs of young children and the way they learn. They plan and work as a team to ensure a consistency in their approach. This has a very positive effect on the quality of teaching. The Reception class staff know the children well and have high expectations of them and manage them very well. Staff are systematic about checking up on progress and using this to plan the children's next learning steps. Some opportunities are missed for greater challenge for higher attaining children.
- 12 The quality of teaching in Years 1 and 2 is good overall. In the lessons seen, there was one excellent lesson. Eighty-nine per cent of lessons were good or better. There was no unsatisfactory teaching. The quality of teaching in English and mathematics is good. There are examples of very good teaching in English, science and music. The particular strengths of the teaching are the teachers' good subject knowledge, effective lesson planning and the management of pupils. Teachers are particularly effective in teaching the basic skills to pupils in literacy and numeracy lessons. This was clearly demonstrated in a lesson in a Year 2 lesson, when the teacher showed pupils how to spell words. Because of the good quality of teaching and the pupils' positive attitudes and good behaviour, the quality of learning is good.
- 13 In Years 3 to 6, the quality of teaching is good overall. Ninety per cent of lessons were satisfactory or better. Seventy eight per cent of lessons were good or better with a significant proportion of very good lessons. There are examples of lessons judged to be of an excellent quality in science and music. Very good teaching was

seen in English, mathematics, science, history and art. What characterises this teaching is the quality of planning and delivery by teachers. Specific learning objectives are planned, supported by relevant activities, which interest and motivate the pupils. Teachers make very good use of time and of the learning support assistants. A good balance of direct teaching for the whole class and for groups and individuals is achieved. This helps pupils to work productively and at a good pace. As a result the quality of learning is good and pupils show interest, sustain concentration and apply effort. Teachers manage the pupils well and have high expectations of what pupils will achieve. One physical education lesson was judged to be of an unsatisfactory quality, because pupils were not managed well enough and there was insufficient challenge to improving pupils' performance.

- 14 Throughout the school, teaching assistants play an invaluable role. Teachers involve them well in planning lessons and checking on progress. This was clearly demonstrated in a Year 3 lower set mathematics lesson, in which the support assistant consulted with the teacher on the next activity for the pupils she was supervising. Learning support assistants make very good use of their personal skills to interest and involve the pupils. The partnership between the teachers and support staff is very strong and has a positive impact on pupils' learning in lessons.
- 15 The quality of teaching for pupils with special educational needs is soundly developed and is undertaken by class teachers within the class setting. Teaching assistants provide good additional support across all the subjects. For example in a Year 1 information and communication technology lesson, assistants provided pupils with additional support when they were accessing the computers to undertake their activities. Where pupils have difficulties with literacy and numeracy they work in small groups and focus on the problems areas. The system is effective as pupils who have special educational needs make sound progress overall. The teaching assistants are well informed and liaise well with the class teachers and co-ordinator to make sure that tasks suit pupils' needs.
- 16 Where the quality of teaching is very good or better, lessons are well planned, organised and managed. The teachers make strong links with the pupils' earlier learning and the learning aims are precise and well matched to challenge pupils. The learning objective is shared with the pupils and teachers' high expectations are made clear. For example, in a science lesson in Years 5 and 6 where pupils learn about reversible and irreversible change, the lesson moves at a brisk pace and all pupils are expected to be fully involved at all times in the lesson. As the pupils begin their independent group work the teacher monitors the progress of individuals, checking their understanding and asking questions which provide further scientific investigative challenge. In this way good work habits are promoted and pupils achieve success because of the focused teaching. Good subject knowledge enables teachers to teach with enthusiasm and to be optimistic about the levels the pupils can achieve. For example, in a music lesson in Year 2, pupils make very good progress when learning about new rhythmical skills because of the teacher's high expectations, lucid explanations and helpful demonstrations. She builds their skills well and they perform to a high standard using different musical instruments by the end of the lesson. The use of praise linked to the learning objective is characteristic of very good or better teaching. For example, in an English lesson in Year 1, the teacher responds enthusiastically and warmly to pupils' responses when they play a rhyming game to improve their spelling. This helps them to feel successful and helps others to know what they need to do to improve their efforts. In this way teachers motivate pupils and help them to make good gains in their learning.

- 17 In most of the lessons observed the quality of teaching was judged to be of good quality. These lessons are characterised by the teachers' secure subject knowledge, detailed lesson planning and class management of pupils. Resources and activities are well chosen to provide a good level of challenge for pupils which helps them to make good progress. Where the quality of teaching is satisfactory, in general the strengths outweigh the shortcomings. The most frequent shortcoming in these lessons is when teachers' expectations are not high enough and pupils, particularly the higher attaining are not challenged to do their best. Because learning objectives are consistently well matched to the needs of a class or set, the plans always provide an adequate means of assessing pupils' achievements at the end of a lesson. The marking of pupils' work across the school is inconsistent. In some cases it does not make it clear enough what pupils need to do to improve their work, whilst in others it clearly helps provide guidance for pupils to improve. Homework is given throughout the school and it fits their learning needs. For example, pupils in Year 6 are given homework to support their work in mathematics.

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

- 18 The school plans a good balanced curriculum that fully meets statutory requirements. It provides a broad and rich range of opportunities to cater for pupils of all ages, interests and abilities and support pupils' academic and personal development. The last report judged that insufficient attention was given to important aspects of information communication and technology. This issue has been addressed and provision is now satisfactory. There are policies for all subjects. Planning for English and mathematics is based on the demands of the literacy and numeracy strategies. Daily, well-organised literacy and numeracy sessions that adhere closely to the national framework are taught in each class. This has a positive effect on the quality of educational provision. The school has adopted the government's exemplar schemes of work for most other subjects, adapting them to its own needs and providing clear guidelines for their use. A suitable allocation of time is given to all subjects. The school is very effective in developing initiatives to enhance areas of the curriculum. In science the planning of work places great emphasis on investigative skills and on practical work and this has helped to raise standards. There is extra time allocated in the timetable to develop pupils' writing skills and a government sponsored mathematics programme (Springboard 5) is being set up to improve mathematical skills of Year 5 pupils who are working at a slightly below average level.
- 19 Teaching in all subjects makes a positive contribution to the development of literacy skills. This takes place, for example, in geography when pupils write an account of life in Stourbridge and in science when they record observations and investigations. Opportunities to develop numeracy skills are also provided in other areas of the curriculum. For instance, in music they read and sound out symbolic rhythm notation, in design and technology they draw on their knowledge of measurement and in science they interpret a range of graphs. In English, mathematics and science, the higher attaining pupils from Year 3 and Year 4 and from Year 5 and Year 6 are taught together. Other pupils are taught with their own year group. To accommodate mixed age classes, the foundation subjects are taught through a two-year rolling programme. These arrangements are working successfully. The school's analysis of pupils' achievements in English, mathematics and science indicate that girls' performance generally is better than that of boys. Initiatives such as sending a leaflet to parents suggesting ways to promote positive attitudes to learning by boys and organising for boys to engage in an exciting programme of dance clearly reflects the school's strong commitment to providing equal opportunities for all. The curriculum is

further enriched by school productions: the termly 'recital' and shows such as 'Joseph', Wilbur's Web', 'Rocky Monster Show' in which all pupils in Years 3 to 6 take part.

- 20 The school has implemented the new Foundation Stage curriculum very well. It has a very good variety of activities and is enriched by visits. The school is successful in employing elements of the High Scope philosophy (which emphasises children's independence and initiative). The planning of the curriculum is good. The provision for personal and social development is very good. The curriculum contributes to the social, moral, spiritual and cultural development of the children through well thought out means. For example, the name of the class mascot 'Tembo' was researched and is Swahili. The development of the curriculum is hindered by the small outdoor play area and inconsistencies in the indoor accommodation.
- 21 The provision for special educational needs is soundly developed in the school. Pupils are supported in classes through their individual education plan. Well-matched tasks are designed to take pupils beyond their prior attainment and the school works hard to ensure that they are given the full range of its curricular provision. The provision and use of support assistants to support pupils with special educational needs are good. The targets set out in individual education plans are too general and do not have a clear focus and limited time duration which makes them achievable for pupils. Where practicable the school ensures that pupils with special educational needs take a full part in all school activities. There are currently no disapplied pupils (pupils excluded from National Curriculum programmes of study because of the nature of their special needs). The school meets its obligations under the Code of Practice and carries out all statutory reviews.
- 22 There is a coherent and comprehensive scheme of work to develop personal and social education, including health education. This takes place through designated lessons and through other subject areas, particularly science. Due attention is given to substance abuse and to sex education. The school is rightly proud of its involvement in Dudley's Young Person's Charter. Throughout the school, pupils engage in activities and projects to gain points towards achieving a certificate. Activities done at home and membership of organisations such as the Brownies gain extra points. Areas covered include self-esteem, community membership and environmental issues. Such activities make a considerable contribution to personal and social education, as do visitors such as the singing dentist and the school nurse. The school also makes good use of Saltwell's "Safety Town" an area specially designed to raise pupils' awareness of dangers in the environment.
- 23 There is satisfactory provision for extra-curricular activities. Pupils speak enthusiastically about their school magazine, 'One Hundred Per Cent Greenfield'. The astronomy club is very popular, taking place over two evenings to accommodate the large numbers who want to take part. Provision also includes a maths club and competitive matches. There is very good provision for extra-curricular music education. There is a school choir, a school orchestra and opportunities to learn to play the recorder. In addition peripatetic teachers give individual instrumental tuition and the school is very much involved with music in the local community. Provision has improved since the previous inspection.
- 24 Strong links with the community add much to the breadth and relevance of the curriculum. Very young pupils enjoy and get a lot from their visits to local places of interest such as Pizza Express, the fire station and Safeway's Supermarket. Other pupils benefit from visits to places locally such as Wren's Nest and to places further afield, such as Bristol Science Museum. Many of the school's activities and

achievements are reported in the local press bringing these to the notice of the local residents and so enhancing its reputation. The school participates in events such as National Science Week and encourages the participation of the wider community in events like this.

- 25 There are effective links with the local secondary schools to which most pupils will transfer. Arrangements are in place to facilitate transfer and school records are passed on to the receiving school. The school takes part in many of the activities provided by Ridgewood School and Redhill School such as the music and recorder festivals and the science/technology project for Year 5/6 higher attaining pupils. The school has used the Ridgewood Science Laboratories and environmental area on several occasions. In its turn the school is an effective provider of training opportunities for students on work experience and those training to be nursery nurses or teachers.
- 26 Overall the school makes very good provision for pupils' personal development. There has been an improvement since the previous inspection.
- 27 The provision for pupils' spiritual development is good. Pupils are helped to develop spiritual awareness through religious education and personal and social education. Teachers value pupils' ideas and lead class discussions well, effectively drawing in all pupils, encouraging them to question and reflect on what is being taught. The JC2000 and JC2001 project made a significant contribution to pupils' spirituality enabling pupils to have contact with two churches in the area, talking to the ministers and exploring how people worship. Christian festivals are celebrated and Christian values are promoted through stories about the life of Jesus. During the inspection, in the varied scientific work undertaken by the pupils, there were instances of awe and wonder in scientific phenomena, which were handled well by the teachers. Collective worship meets statutory requirements.
- 28 Provision for pupils' moral development is very good and is firmly rooted in the aims of the school. Pupils are engaged in drawing up rules for their class and so they are fully aware of what is acceptable and what is not. Respect for others and positive caring relationships are central to the schools' ethos and adults provide models of sensitive and caring behaviour, which are readily followed by the pupils. Each week there is a Year 1 and 2 assembly to celebrate and reward good behaviour and achievements. There is a similar monthly assembly for all pupils. A strong sense of care for one another permeates the school. Pupils show courtesy to adults and to one another and are extremely polite and helpful to visitors in the school. They are proud of their school and are happy to talk about the activities they share.
- 29 The school makes very good provision for pupils' social development. Pupils are provided with a wide range of opportunities to practise and develop their social skills. Group and paired work in most lessons is well organised to promote collaborative and social skills. Pupils are encouraged to evaluate one another's performance in lessons such as physical education. Following the example of their teachers, they do this in a very positive way, emphasising the good points. The strong sense of community and the well-organised opportunities for older pupils to take responsibilities are particular strengths of the provision. Older pupils are trusted to play a significant part in the day-to-day running of the school through the prefect system and a range of duties as monitors. The school is sensitive to the need to ensure that by the end of Year 6 all pupils have been selected to be prefects. Pupils engage in very responsible activities such as answering the school telephone at lunchtime and running the school tuck shop. Responsibilities such as looking after younger pupils at lunch-time makes a significant contribution to the harmonious

attitudes in the school and encouraging positive attitudes among younger pupils. The residential visit enjoyed by Year 5 and Year 6 pupils encourages qualities such as teamwork and independence through pupils taking part in adventurous pursuits and develops relationships through interaction outside the school day. Opportunities are provided for pupils to represent the school in competitive sports such as football and netball. Opportunities to consider the needs of people less fortunate than themselves are provided and pupils respond generously, for example to the Harvest project to supply water purifiers to people in under-developed countries. They enthusiastically raised money in a variety of imaginative ways. Pupils' confidence is boosted through opportunities to perform in the school music recital or demonstrate their dancing talents at a school assembly. The schools' personal and social education programme helps to raise pupils' awareness of contemporary social issues such as environmental pollution and the effects of stereotyping people.

- 30 Provision for cultural development is good. Pupils learn to appreciate different values and beliefs when studying faiths such as Christianity and Islam. This knowledge is reinforced and extended when they visit a local educational centre to meet representatives from other faiths and dress in the traditional styles and costumes of different ethnic and religious groups. Studies in history such as the Victorians and Tudors, and learning about places such as Peru and India in geography help pupils to be aware of other times and places that differ from each other and from pupils' own experience. Music plays an important part in providing cultural experiences. Pupils learn about their own musical heritage from classical to popular music and about music and musical instruments from other cultures and take part in various music festivals. Pupils experience live theatrical performances at the Midlands Art Centre and at the local pantomime and Year 4 boys take part in a lively dance project. There are however insufficient opportunities to develop pupils' extended knowledge and understanding of ethnic and cultural diversity in modern society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 31 The school takes very good care of its pupils, as was the case at the previous inspection. The family atmosphere in the school has continued. All pupils are well known to their teachers in particular and more generally to all the adults in the school. The school caters well for those pupils with individual needs. Outside agencies such as learning support, physical and sensory support services are well used. Additional adults in the classroom give strong support to individual pupils and to groups of pupils. Individual learning plans meet legal requirements. Setting in English and maths ensures that pupils learn in an atmosphere that extends their strengths. All pupils have individual targets.
- 32 The caretaker, headteacher and a governor regularly monitor health and safety around the school. Teachers and well-trained and caring assistants supervise pupils well during playtimes and lunchtimes. This, and the care shown by older pupils for the younger children, ensures a happy and relaxed atmosphere at these times. The school has sufficient trained First Aid staff and a well-equipped medical room. The personal, social and health education reflects the school ethos in the care and safety of pupils. Medical screening takes place on a regular basis. All staff know pupils with special medical needs or severe allergies extremely well. Pupils have the opportunity to belong to fire safety clubs whilst health and safety is an integral part of lessons, clearly exemplified by the visit of Reception pupils to Pizza Express where safety was a priority. Child protection procedures are very good with an experienced member of the senior staff being the named person responsible. She has undertaken recent training for this role and all staff are trained and aware of the local guidelines and procedures.

- 33 The registration of pupils and the monitoring of absence are efficient and there has been little need to make use of the Education Welfare Officer. Recently, however, many more parents have been disrupting their children's education by taking them out of school for holidays during term time. The school should monitor this carefully.
- 34 The school has very good strategies in place to support the very good behaviour in the school and pupils are extremely keen to earn merit marks and house points. Staff and pupils value the regular 'Gold Book' assembly. They are genuinely and openly delighted to see the awards made. Pupils spoken to were clear that if they experienced any kind of oppressive behaviour they had to contact an adult immediately. None were aware of any real bullying, as opposed to the fallings out and arguments that are part of every child's life. The school is aware, however that the anti-bullying policy is in need of revision at the earliest opportunity.
- 35 The school has few records of pupils' personal development, their personal skills and behaviour to add understanding and depth to pupil's academic achievements.
- 36 Assessment procedures and the use of assessment have improved since the previous inspection. The procedures and systems have been completely overhauled. In lessons key learning objectives are displayed prominently and shared with pupils. Parents, pupils and teachers discuss individual pupil targets to improve learning in literacy and mathematics. Parents receive a copy of the targets. Each pupil is aware of his or her own target and each pupil has an assessment record. Subject assessments follow the national subject schemes of work assessments and these records are in place for all subjects. The school administers optional tests in Years 3 to 5 as well as National Curriculum tests when pupils are seven and eleven. Each year group has a target in literacy and numeracy and these are based on the yearly tests. Analysis of test questions and answers enables teachers to address any weaknesses and improve the quality of teaching. The school carries out analysis of boys' and girls' attainment and achievements in addition to the analysis of the school test data compared to national data and data of similar schools. Planning and other future action makes efficient use of this information. Pupils have records of achievement, which are satisfactory, and there are attempts to create portfolios of work in some subjects. The portfolios are not well presented. This makes good use of the work difficult, for example, when shared with parents.
- 37 The school makes effective use of the external agencies available to it. It receives regular visits from the Educational Psychologist and Support Learning Co-ordinator, to discuss individual progress and reviews of individual pupils. There are no problems with the attendance of pupils who have special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 38 Parents' perception of the school is varied. They are very happy with the work ethos and behaviour in school, feel their children are making good progress because of good teaching in a school that they like. They are happy that the school is well led and managed and would feel happy approaching the staff with problems. They are similarly happy that the school is helping their child become mature and being given the right amount of homework. However, in the region of thirty per cent of parents who responded to the pre-inspection questionnaire are unhappy with the level of information provided to them and feel that the school does not work closely enough with them as parents. In addition, a considerable number of parents wrote to the registered inspector to emphasise these points. There are also a number of parents,

about twenty per cent of those who responded to the questionnaire, who say the school provides an insufficient range of interesting activities outside school.

- 39 The inspection team agrees with parents in their positive opinions. The team believes that the school makes good provision for activities outside the classroom including the provision of care on the premises, before and after school. However, it also agrees with parents that the school could make much greater efforts to involve parents in their child's school life, especially at the informal level.
- 40 The induction of new pupils includes a home visit by the nursery nurse who spends time with the prospective pupil and introduces an activity pack, which will form the basis assessment on entry to school. Children visit the school at least twice before admission, to take part in lessons and to get reading books to take home. Parents are also invited to an induction meeting before their child begins at the school in either September or January. The school prospectus is clearly written and informative, the monthly newsletters are user-friendly, and up-to-date. However some parents feel they do not receive information about the current topics being studied by their children despite asking for this information. There is a curriculum information letter early in each school term and information about the curriculum is posted on the school web site. The school holds regular workshops for parents on areas of the curriculum. The written reports to parents are satisfactory; they include some comment on pupil's strengths and weaknesses in core subjects and a description of what pupils do in foundation subjects. However, they fail to convey a clear expression of teachers' deep knowledge of pupils' learning and personal development which is apparent during the school day. Parents are given the opportunity to respond to the reports. Targets are discussed with parents at the meetings with teachers during the school year. Parents of pupils with special needs are kept fully informed and involved in the writing of individual education plans. Beyond the school's arrangements for formal meetings to discuss the progress of their child, there is little informal contact between teachers and parents before and after school. Parents are discouraged from entering the school with Reception pupils after the first few sessions and this constraint would appear to follow through the school, although great stress is put upon the school being an open school. Parents and other members of the school community such as grandparents are invited to take part in school events, for example the recent national 'jump to move the earth' as part of National Science Week.
- 41 Parents are consulted selectively about aspects of school life and an analysis of the latest questionnaire is awaited.
- 42 The classroom assistants are all parents, either trained or in the process of being trained. Parents help on school visits and use their skills outside the classroom, for example at the astronomy club. The Home and School Association is very active and raises considerable funds for the school including books, computers, and software and in addition, has created a shaded quiet area in the playground. Homework is a regular feature of school life with recently upgraded guidance for parents to ensure they are aware of what is expected. Homework sheets and reading diaries accompany pupils home as a record for marking and comments from teachers.
- 43 Parents of pupils with special educational needs are kept fully informed about the progress and needs of their children. They are involved in annual and other reviews and get copies of all documentation.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 44 The leadership and management of the school are very good. The acting headteacher has maintained the good standards and provision of the school during his period of office. He has been well supported by all members of staff. They have ensured that the school's high aspirations have continued to be addressed and that pupils have continued to get the benefits of a calm and purposeful learning environment. Previous hard work on strategies and policies for the management of the school has laid a secure foundation on which to build. Staff and pupils know what is expected of them, and respond well to the expectations.
- 45 Staff with management responsibilities fill their current role well. They are knowledgeable and vigorous in pursuit of their responsibilities. However, the current role of co-ordinator does not automatically carry responsibility for the overview of teaching in the subject area. The result is that staff are not aware of the great deal of good practice in the school. A fuller view of the quality of teaching for more members of staff has the potential to spread the good practice and make it more consistent. There is no systematic strategy for co-ordinators to evaluate the outcomes of lessons through regular but light sampling of work to identify weaknesses. Without this evaluation, areas for development cannot be precisely targeted. However, co-ordinators provide purpose and focus to the curriculum through subject policies and guidance. In science this guidance is particularly strong and has been an important influence in the rapid rise in standards achieved. Overall, the delegation of responsibilities to members of staff is good and gives a strong sense of direction.
- 46 The school manages things well. School improvement planning is clear and well focused on the most important priorities. The school's strategies for self-evaluation give good support to this process. Improvement planning is a shared responsibility: all staff and governors take part in this essential process. It is made very clear what needs to be done, when tasks have to be completed, who has responsibility and what finance is available. Allied to this, the school has made good use of recent national initiatives for performance management, tying in staff targets very well throughout the management structure. It is through performance management that some senior staff have a good view of the quality of teaching. This has been instrumental in securing consistency to the good quality of teaching. The school seeks to give efficient support to all staff. It is rightly proud of the part played through its accreditation with Investors in People, seeking to make the best of staff development opportunities. The process of accreditation is a rigorous examination of how the school gives support to and provides development opportunities for all staff. Pupils gain a great deal as a result. Staff training and external accreditation also means that there is a strong sense of shared determination to succeed and improve.
- 47 Governors play a full and responsible role in the work of the school. They are well informed. Apart from the systematic written information they get from the school, many are frequent and perceptive visitors. Good use is made of their individual experience and expertise. As a result their decision-making is well placed to give a secure and clear steer to the school's future direction. However, it is not part of their current role to regularly review policies that support the direction of the subjects of the curriculum. The result is that they do not have a full view of the way subjects are taught. They are clear about budget priorities and the school spends its available finance in a well-balanced and efficient manner. Administration, including the administration of the budget, is efficient. It is very clear where specific grants have been spent. The school recognises the value of these financial opportunities, for example, in funding for information and communication technology equipment and training. Good use is made of information and communications technology. Good

training and resultant expertise inform its use in the school office. A number of teachers have expertise that enables them to use computers for their preparation and administration. There is good specific teaching within the curriculum, which means that the computer suite is well used.

- 48 The school has effective strategies for introducing staff new to the school. Good use is made of the local authority process for the induction of newly qualified teachers. The process for other staff is more informal but nevertheless effective. Training and work placements are offered to students in training. The school is well placed to do this important task and has good links with higher education establishments. Currently the school has a graduate trainee teacher on the staff who is receiving good experience and support. The level of staffing is good. Careful and purposeful decisions have been made about how to overcome the potential problem of mixed age range classes. Decisions made have enabled the school to tackle this very effectively with additional teachers and a good range of learning support assistants. The accommodation is pleasant and provides a supportive environment in which pupils can learn. Some rooms are small for the number of pupils involved, especially for older pupils. In the Reception class teacher and learning support assistants make very good use of the accommodation available to them. The main classroom is well planned and organised. Resources are mostly good although the range of outdoor equipment is minimal. This is because the outdoor play area is very small and does not support the development of the curriculum very well. The indoor accommodation varies during the day and over the year. This also does not support the curriculum and the development of the learning environment. Learning resources are adequate. The school has spent limited funding effectively. The library is comprehensively stocked, but many books are worn and outdated.
- 49 The leadership and management of the provision for pupils with special educational needs are good. However, the special needs co-ordinator is not given any management time to carry out the work to ensure that the pupils concerned receive the full provision of the code of practice for pupils with special educational needs. She undertakes these duties before and after the school day. Two registers are efficiently maintained; one for physical difficulties, and one for learning difficulties. The governing body appoints one of its number to be responsible for special needs and report back to it. The responsible governor reviews the school's provision on a regular basis in consultation with the special educational needs co-ordinator. The annual report sent to parents by the governing body includes a section on the school's provision. The school is meeting its statutory obligations in the area of special needs. The provision for special educational needs is a key issue for the school, and the special educational needs co-ordinator is looking to improve the knowledge and understanding of all staff in the school. A delegated budget for special educational needs is used solely for that purpose. The co-ordinator has a small budget to spend on updating the resources for special educational needs.
- 50 The school is clear about how it evaluates its use of the principles of best value. It is clear that it does weigh its standards, policies and provision against the need to consult, compete, challenge and compare. Given the available finance, school standards and provision it gives good value for money. It is an effective school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51 The headteacher, governors and staff of the school should:

- (1) review school procedures for writing individual education plans for pupils with special educational needs, to establish achievable and specific small step targets in tightly controlled periods of time; (21,49)
- (2) develop the role of the subject co-ordinator to ensure a better understanding of what is being taught, so that existing good practice can be made more consistent throughout the school; (45,95,101)
- (3) to give more support to the informal aspects of the partnership with parents, be more aware of the individual needs of parents and their children, and take action to further cement the partnership between home and school; (38,39,40)
- (4) find ways of extending opportunities for the independent learning of all pupils; (8, 71)

Minor Key issues:

The governors should include in their action plan the following minor issues:

- a review of library provision; (48, 64)
- consideration of the provision for outdoor play in the Foundation Stage.(55, 60)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	14	31	9	1	0	0
Percentage	5	24	53	16	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	280
Number of full-time pupils known to be eligible for free school meals		7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register		55

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	28	13	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	13	13	13
	Total	41	41	41
Percentage of pupils at NC level 2 or above	School	100 (98)	100 (95)	100 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	13	13	13
	Total	41	41	41
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (98)	100 (95)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	17	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	23
	Girls	17	15	17
	Total	36	34	40
Percentage of pupils at NC level 4 or above	School	86 (73)	81 (55)	95 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	21	22
	Girls	17	16	17
	Total	39	37	39
Percentage of pupils at NC level 4 or above	School	93 (70)	88 (75)	93 (88)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	235
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.5
Number of pupils per qualified teacher	26.7
Average class size	31.1

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	173

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
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	£
Total income	573,936
Total expenditure	549,584
Expenditure per pupil	1,977
Balance brought forward from previous year	24,352
Balance carried forward to next year	27,983

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	252
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	40	8	0	0
My child is making good progress in school.	51	40	3	1	5
Behaviour in the school is good.	51	45	3	0	1
My child gets the right amount of work to do at home.	27	53	14	1	4
The teaching is good.	47	45	3	0	5
I am kept well informed about how my child is getting on.	21	43	22	9	5
I would feel comfortable about approaching the school with questions or a problem.	47	38	9	5	1
The school expects my child to work hard and achieve his or her best.	49	48	3	0	0
The school works closely with parents.	29	38	25	8	1
The school is well led and managed.	35	52	9	0	4
The school is helping my child become mature and responsible.	40	47	10	0	3
The school provides an interesting range of activities outside lessons.	27	38	21	4	10

Other issues raised by parents

Other issues raised by parents have been responded to in the parents' summary of the report and in the report section 'How well does the school work in partnership with parents?'

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 53 Children enter the Foundation Stage twice yearly, in September and January. In January a number of children move into Year 1 because numbers of children are too high in the Reception year.
- 54 Children enter the Reception class with attainment that is above that nationally and locally. The good quality of teaching builds on this and children are well prepared for the next key stage. They attain at least the standards expected of them in all the six areas of learning of personal, social and emotional development; communications, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development. In all but creative development a significant number of children achieve beyond the standards expected for children of this age, and many are likely to do so by the time they are six. In personal, social and emotional development and in knowledge and understanding of the world the quality of teaching is very good; in creative development it is satisfactory. In other areas of learning it is good. Children with special educational needs are given good support and consequently achieve well. Work for children identified as gifted is sometimes, but not always, well matched to their needs.
- 55 The staff in the Reception class, which is composed of a teacher and two learning support assistants, one full time and one part-time, work as a team at all times and this contributes very much to the overall good quality of teaching. The school is successfully employing elements of the High Scope philosophy of teaching young children. This emphasises independence and initiative taking, thus contributing well to their very good level of personal development. Good staffing supports the implementation of this strategy.
- 56 There are variations in the accommodation for the reception class through the year. At times the class has one room and at other the use of two rooms. The well planned and stimulating environment suffers from lack of space when the adjacent room has to be used for other purposes. The outdoor accommodation is small and so a fully enriched outdoor curriculum is not possible at present.

Personal, social and emotional development

- 57 The children have settled into school well and achieve a high level of personal and social development. They know and follow the daily routines sensibly. The children are very well behaved at all times and are very obedient which is especially important when they are taken on visits into the local town. During a visit the excellent relationships between adults and children were very noticeable. Relationships between the children are also very good and they work together in harmony. For example, children co-operated well in pairs in physical education. They sustain very good concentration at all times, sometimes for very long periods. The stimulating and well-planned classroom encourages this high level of interest in school. The very good level of teaching focuses on training the children to plan which activities they will work on, including the main activity; then on carrying that work out, and then reviewing whether they have carried out their plans. This is succeeding in promoting a real sense of purpose and responsibility in the children's attitudes to work. The good number of staff in the Reception class gives an effective level of support and is crucial to this way of working. Children's sense of responsibility is encouraged in

other ways, by the use of systems such as reading bands and picture cards for children to use to show that they have read and changed their home reading books. Children are developing sound knowledge of their own learning by the good systems of planning, doing and reviewing, and that of signing a class book that they have completed the main activity of the learning session.

Communications, language and literacy

- 58 Standards in communications, language and literacy are at least in line with those expected for the age of the children and often beyond. Approximately half the children attain standards in line, and half attain above. By the time children are six, standards are on target to be above those expected for the majority of children. The children listen attentively in all situations. Children are articulate. The good teaching in speaking and listening is constantly promoting children's language for thinking and communication. There is a very good level of questioning in all lessons. On the visit to a local restaurant they asked questions as they toured the building and answered adults' questions, thus using and extending their vocabulary, for example 'ingredients, cooker, artichoke, spinach'. In role-play, they rehearsed writing down bookings for meals and menus. They remembered and used the language and vocabulary common to running a restaurant and serving people. They write their first name, generally using correctly formed letters. Handwriting is usually recognisable and clear but staff do not give enough attention to children's correct orientation of letters when opportunities arise. Children are learning to write sentences. The teacher ensures good opportunities for writing in a variety of situations. Higher attainers write easily, using word building to help them spell correctly. They begin to use full stops and capital letters. Good teaching has an impact on children's achievements in reading. Children recognise either all or most of the letters of the alphabet. They know their sounds and a significant number are beginning to sound out and build simple three letter words securely. The class is learning to read large text together; a few children read in pairs and small groups of children read together with a member of staff. Higher attaining children are learning strategies such as scanning along words because staff ask relevant questions, for example, 'which is a long word?' Some children do not point to words automatically themselves but rely on the adult. Average attaining children do not use the pictures sufficiently to check their own reading or to help them work out unknown words. The present reading scheme only partially supports the children's development.

Mathematical development

- 59 Children's attainment in this area of learning is at least in line with that expected for children of this age. Children achieve well due to good teaching. They count up to ten reliably. It is evident that higher and average attaining children recognise numerals and can order them correctly. Able and some average attaining children recognise and order numbers over ten. Many children recognise and draw simple shapes. Children learn simple addition but write their answers down when they do not need to at this age. Opportunities for other practical mathematical work are provided; for example in role-play where children use coins. However, adults do not make themselves sufficiently available to make the most of these opportunities. Usually this is in the mornings when one of the learning assistants is not working. Children's mathematical language is developing steadily through activities such as baking when children weigh ingredients and when making sandwiches. Mathematics is used in other areas of learning. Children's understanding of sequencing and understanding of patterns were reinforced in physical education when children planned and then demonstrated their own patterns of travelling. Children learn to

make graphs through topics. For example in a topic about 'Ourselves' they learnt to make a graph about the colour of children's eyes.

Knowledge and understanding of the world

60 The very good teaching in knowledge and understanding of the world means that children are already achieving well and that standards are at least in line with those expected for their age and are very likely to be beyond by the time children are six. The very good preparation by staff means that many aspects of this area of learning are experienced when children are out of school on visits. Learning about technology is particularly effective. On the visit to a local restaurant, children learnt about the purpose of cookers, different freezers and fridges, how the till worked and about the size of ovens and how pizzas were lifted out. The many facilities of a restaurant were investigated and explored and one girl explained to the rest how a ledge dropped down so that mothers could place their babies on it to change them. Back at school children rehearsed and absorbed what they had seen and learnt. They made their own ingredients and designed pizzas using play dough, built their own restaurants with construction toys and replicated the running of the restaurant in the role-play area. Staff provide many opportunities for children to begin to understand the wider world and their place in it. Children are made aware of other religions and festivals such as Divali. The children recognise features from other cultures such as a Chinese dragon.

Physical development

61 Children move confidently and imaginatively and standards are well in line with those expected for children of this age. By the time the children are six they are likely to be above those expected for children of this age in the learning area of small movements. Children are given physical education in the school's large hall. They get undressed and dressed for physical education with care and sensibly. In physical education lessons children move round the hall vigorously. This development of movement skills helps the children to learn to move with control and co-ordination. They learn to travel in different ways. They have a very good awareness of space in the hall and make good use of it. They are aware and considerate of the needs of others and so do not bump into each other. The good teaching ensures children are aware of the effect of exercise on their bodies. A child explained he was panting, 'because my heart is going fast'. Children handle small equipment, such as pieces of construction toys, quite well. They showed that they could shape dough very carefully when they made their own pizzas. Teaching is good. The children make good progress, however, this is hindered by the size of the outdoor play area. The school has made a reasonable attempt to provide children in the Foundation Stage with a small outdoor play area but the curriculum in this area of learning is somewhat hindered by the lack of a larger and more purposeful outdoor play area.

Creative development

62 Children make reasonable progress in creative development and standards are in line with those expected for children of this age because of the sound teaching. The stimulating environment shows that creativity is valued. Children make good progress through the range of creative activities they carry out in which there are connections between this and other areas of learning. For example children use a range of materials to make divas and dancing sticks when learning about Divali; they use play dough, string and collage when demonstrating pizza toppings and spaghetti. The children develop their skill of printing and designing when they make the wrapping paper for Tembo's birthday present (the class mascot); and when they work

on a topic about bright reflecting things they make a good job of painting pebbles in metallic colours. The skills and knowledge that the children acquire in all this work are good and demonstrate the good teaching in this strand of creative development. Children have the opportunity to express themselves in the role-play area and the dramatic situations that form part of the outdoor play. Staff do not always have sufficient time or freedom to intervene and interact to promote children's imagination and learning in these activities. Children mix paint in a tactile way which helps them to learn which colours result in which others; they feel and mould play dough and wet spaghetti; they have opportunities to paint freely. Fewer opportunities exist, however, for children to respond, explore, express their curiosity and initiate. There are not enough activities where children can use the skills they have learnt to express their creativity. Children learn about music with another member of staff who is not part of the Reception team. No opportunities for children to explore musical instruments and music making within the Foundation Stage unit were observed during the inspection.

ENGLISH

- 63 The school's results of national tests for seven-year olds in 2001 were well above average in reading and were very high in writing in comparison with all schools and with similar schools. Standards of work at the end of Year 2 have improved since the previous inspection. Current standards of work for the pupils now in Year 2 are not quite as high as in the 2001 tests. This does not indicate a decline in standards but reflects the fact that it is relatively early in the school year and pupils are very likely to make very good progress because of the very good quality of teaching they receive. The school's 2001 results in national tests for eleven-year olds showed standards well above the national average, and above the average of similar schools. Standards at the age of eleven have improved since the previous inspection and are currently above average. Boys' performance in the subject is lower than that of girls in the national tests for eleven-year-olds. This is in keeping with the national trend of difference between the performance of boys and girls.
- 64 Pupils are developing speaking and listening skills well and standards are above average for pupils in Year 2 and in Year 6. Throughout the school, pupils listen very well to their teachers, which helps them to make good progress. There are frequent and interesting opportunities for pupils to join in small group and class discussions. The teachers' emphasis on and use of particular key words in a lesson on how to write instructions for making a toy helped Year 1 higher attaining pupils to understand the meaning of words such as 'order', 'check' and 'information' and use them competently themselves. In Year 2 higher attaining pupils spoke clearly and confidently, for example, when explaining that spelling out the word 'vet' rather than saying it, was a device to protect Mog the cat's sensitivity on the subject of visiting the surgery! Lower attaining pupils listen very carefully to different words and identify the sounds contained in them. In religious education lessons older pupils of all abilities spoke thoughtfully and articulately about things that they personally valued and about how Christians perceive Jesus. Their use of subject specific language particularly in music and science lessons is impressive. A group of Year 6 pupils, in discussion with the inspector, spoke enthusiastically about classroom debates they had been involved in on subjects such as the wearing of school uniform and the use of mobile phones. One pupil emphatically stated that her teachers' and her own view is that talking and discussion are the most important aspects of learning.
- 65 Standards in reading are well above average for seven-year olds. The school's strategies for teaching reading are very effective and children become enthusiastic readers and develop their skills systematically over time. Early reading skills of

associating letters and their sounds are taught very clearly. In Year 2 pupils of all abilities use this knowledge of letter sounds well to decode unfamiliar words. They use context and picture clues proficiently to help them establish meaning. They read books with developing competence emulating the intonation and expression modelled by their teachers. Most discuss the books they are reading and predict what might happen next. Year 1 pupils identify fiction and non-fiction books. Higher attaining Year 2 pupils correctly identify speech marks, capital letters and full stops when reading a 'Big Book' with their teacher and use these well to make sense of what they read. Higher attaining pupils successfully use alphabetical order to locate specific information through the index. Standards in reading are above average for eleven-year-olds. Lower attaining pupils in Year 6 read aloud more hesitantly than higher attaining pupils but they have mastered the basic skills of reading and use these effectively to decipher new words and to extract meaning from the text. Most pupils are confident, fluent and expressive readers. They read from a variety of texts and use their reading skills to help them to learn in other subjects. They are familiar with a range of children's authors. Many parents give valuable support by reading regularly with their children. This has a positive impact on standards. Opportunities for independent research are limited. In many English lessons there is a reliance on a commercial scheme of work and pupils do not get enough chance to retrieve information from other sources to support their work. Library provision is unsatisfactory with much of the stock being out of date. When pupils were questioned about their use of the school library they indicated that they either did not use it or used it infrequently.

- 66 Standards in writing are well above average for seven-year-olds. In their writing books most write long stories on a variety of topics. Writing skills are also developed well through other subjects. For instance in religious education, pupils write thoughtfully about qualities they admire in a range of heroes and heroines. They write in sentences using full stops and capital letters accurately. High attaining pupils are developing their vocabulary to write interesting stories and when well matched to take pupils beyond their prior attainment use inverted commas. They are beginning to apply skills learned in the literacy hour, such as using adjectives and time connectives, to their story writing. Lower attaining pupils have less well-developed punctuation and spelling skills but are developing their ideas in simple sentences. The use of individual whiteboards in Year 2 promotes independent writing skills well. Higher attaining pupils made very good progress from writing what individual characters might have said in a favourite book for the teacher to put into speech bubbles to writing their own whole sentences with speech marks. They write detailed instructions on how to make puppets. Standards are above average for eleven-year olds. Pupils learn to write in a variety of styles and for a range of purposes. Their skills are developed well in English and in most subjects. Year 6 pupils expressed a particular interest in reading, listening to and writing poems. Throughout the junior department pupils explore figurative and poetic uses of language developing colourful comparisons and contrasts through active verbs, metaphors and personification. This work is attractively displayed in the classroom. Pupils write stories, accounts and reports and use formats for recording the results of investigations and research. They record scientific investigations carefully. Using complex sentences older pupils use scientific vocabulary well as they explain the distillation of helium, reflecting secure knowledge, skills and understanding. The standard of handwriting and presentation is good for Year 1 and Year 2 pupils but variable in other classes in the school. Even some Year 6 pupils do not put their letters together to form joined script.
- 67 Throughout the school, teachers manage pupils and organise activities well. This has a direct effect on how pupils behave and work in lessons. Pupils are enthusiastic

about their work. They concentrate well, listen carefully to their teachers and each other. They work well in pairs and groups. They work hard on their tasks and all classrooms are positive places of learning.

- 68 The literacy hour has been successfully implemented in the school. In the previous inspection teaching was good overall. This quality has been maintained for the junior pupils and has improved for the younger pupils. Teaching of Year 1 and Year 2 pupils is very good. All teachers have very high expectations of what pupils achieve. Lessons proceed at a good pace and pupils respond well. Teachers own clarity of explanation is reflected in the pupils not only internalising the processes but being able to explain them too. For example Year 1 pupils explain the difference between fiction and non-fiction books and why you did not necessarily have to read non-fiction books from the beginning. Higher attaining Year 2 pupils explained why it is useful to go back to the beginning of a sentence and read it again if you encounter a word you cannot read. Higher attaining Year 1 pupils made very good progress in their ability to write instructions because the teacher continually emphasised the process and the key vocabulary, getting pupils to state these too, ensuring their thorough understanding. In two lessons learning was enhanced for Year 1 pupils as they watched with fascination and delight practical demonstrations of model making as a prelude to learning about making their own instructions. Lower attaining Year 2 pupils made very good progress in reading because of the teachers' thorough understanding of how children learn to read. As they shared a 'big book', the teacher demonstrated various strategies to decipher the "tricky words" which were subsequently used by the pupils in their independent and group reading.
- 69 Teaching of the older pupils is generally good. Teachers have good subject knowledge. Lesson objectives are shared with pupils and are used as the basis of the plenary session so that learning is reinforced. Questioning techniques are good and in the better lessons not only cover content but also challenge the pupils. Analysis of books and the work given to pupils in some of the lessons observed shows that often there is too much dependence on a commercial scheme of work and what pupils are required to do restricts their imaginative potential. Some materials in the scheme provide a useful focus for learning but others involve pupils in question and answer exercises designed to test their knowledge rather than expand their understanding. In an imaginative and well-prepared lesson based on the promotional leaflet for a tourist attraction, the teacher guided the pupils in their appreciation of the layout, structure and persuasive language features of the document. Through his encouraging manner and genuine rapport with his pupils, he assisted them in the task of producing their own advertising brochure. He not only gave clear instructions for the work to be done, but by appreciative and constructive reception of their ideas, and insistence upon high standards of expression, structure and punctuation, he encouraged work of the highest quality.
- 70 A new co-ordinator has been appointed for January. At present a very capable teacher who is well informed about what goes on in the school is looking after the subject. She has no opportunity at present to evaluate teaching but this has been done in the past by the headteacher. All staff have received training in the delivery of the literacy strategy. Pupils with special educational needs receive satisfactory support in the subject generally through differentiated work and additional adult support in lessons and make satisfactory progress. Support for pupils who experience difficulty in acquiring reading skills is very good. They previously benefited from a reading recovery programme; this has now ended but class teachers listen to pupils reading where necessary on an individual basis. Pupils with special educational needs make good progress in reading. Analysis of pupils' test results has enabled targets to be set to ensure that pupils make good progress.

These are shared with the pupils. The school is aware of and is addressing the fact that boys' performance in the national tests is lower than that of girls through initiatives such as making parents aware of how they can ensure that boys' attitudes to learning are positive. The school rightly feels that the recent introduction of an extra period for extended writing is having a positive effect on writing standards.

MATHEMATICS

- 71 At the time of the previous inspection standards were judged to match broadly those found in most school at the ages of seven and eleven. Current inspection evidence has identified improving standards across the school. By the end of Year 2, pupils' attainment is well above average and is an improvement on the standards identified in the previous inspection. The most recent results for 2001 reflect an improvement on last year's results for pupils achieving the expected level 2 and the above average level 3 against schools nationally and in a similar situation. By the end of Year 6, pupils' attainment is above average and is an improvement on the findings of the previous inspection. Results for 2001 show a significant improvement on last years' results for pupils achieving the expected average level 4 and the above average level 5. They are above what is expected nationally and broadly match what is expected for a school in a similar social context. Pupils achieve particularly well in number (numeracy) across the school. The improvement the school has made since the last inspection is good and pupils are making good progress as they move through the school.
- 72 The school has implemented successfully the National Numeracy Strategy across the school. Lessons include a good balance of mental skills and opportunities to consolidate and extend understanding through direct teaching and practical activities. Pupils are placed into ability sets based on the assessment of prior attainment and move into these set for each mathematics lesson. Teachers' planning, teaching and organisation ensure that all pupils in each set are fully included in mathematical lessons and activities. Although each set provides the right amount of challenge and expectation for all pupils, opportunities are being lost in providing pupils, particularly the higher attaining pupils, to use and apply skills already learnt and understood, on new and interesting problems or investigations. Although information and communication technology is used to support learning in mathematics, it is not yet planned to ensure that all the computers in school, particularly those situated in classrooms are fully utilised to take further pupils' learning in the subject.
- 73 By the age of seven, most pupils have a good understanding of numbers up to and above a hundred. They order into hundreds, tens and units, and know how to add and subtract. They use both non-standard measurements and centimetres when they are measuring. In a Year 2 top set, pupils knew that numbers can be placed into a sequence which reflect a pattern and particular order including knowing and understanding the use of 'odd' and 'even' numbers. Higher attaining pupils in this Year 2 top set needed adult help and supervision to ensure that they place numbers in the correct sequence. In a lower Year 1 and 2 set, higher attaining pupils knew how to place numbers into the correct sequence and explain why they had done so, for example, 49, 56 and 60. However, lower attaining pupils in the same set needed adult help in completing their sequence of numbers. Pupils also have a well developed knowledge of handling money. Pupils in Year 1 top set knew how to give change confidently and accurately using 10p coins or 1p coins. They knew that amounts of money could be represented as a 10p coin or ten 1p coins. They use the language associated with money confidently. Pupils' work is well presented and indicates that pupils in the infants take pride in their work in mathematics.

- 74 By the age eleven, most pupils have a good understanding of number. They add, subtract, multiply and divide with thousands, hundred, tens and units. They know how to use and interpret a line graph to show the number of letters in a word. In a Year 5 and 6 top set, high attaining pupils could identify different angles using a protractor and could estimate accurately the degrees of an unknown angle. However, average attaining pupils in this set needed some teacher assistance to use a protractor to find the measurement of an angle. During the junior phase pupils are taught how to use the correct procedures when using the basic rules of number. For example, in a Year 4 lower set pupils were learning how multiplication and division were the inverse of each other. Higher attaining pupils in this Year 4 lower set could recognise that $3 \times 5 = 15$ is similar to $5 \times 3 = 15$, whilst lower attaining pupils needed adult help to see the relationship that $2 \times 3 = 6$ is similar to $3 \times 2 = 6$. Pupils' work reflects a determination to succeed and a willingness to work hard. This positive attitude is also reflected in lessons, in which pupils are keen to respond to teachers and get down to their work quickly and enthusiastically.
- 75 The curriculum for mathematics fully meets legal requirements. Good attention is given to mental mathematics and its application through the school. This promotes pupils' learning very effectively. Pupils' mathematical knowledge and number skills are well promoted in subject areas. For example, pupils in a Year 6 science lesson use their skills of compiling data into graphical form, and in a music lesson in the infants, pupils use their fractional knowledge and understanding when reading the music. The subject makes a good contribution to the pupils' moral and social development through a wide range of group activities offered to them. The development of mathematical language such as 'odd', 'even' 'acute' and 'obtuse' contributes to the development of literacy development through the school. There is also a 'mathematics club', which has an emphasis on the use of practical approach to using mathematics. Although pupils use ICT to support their learning in the computer suite, the computers in classrooms are currently under-used.
- 76 Throughout all classes most of the pupils show a keen and positive interest in the subject and work well. They listen attentively and are eager to answer questions. This was seen in a Year 4 lower set lesson, in which pupils enjoyed taking part in 'bingo game'. Pupils use mathematical apparatus, such as money purses in a Reception and Year 1 lesson, wisely to develop their knowledge and understanding of using money. Behaviour and relationships in all lessons observed were good, with a good rapport between adults and pupils.
- 77 The quality of teaching is good. All teaching staff have a secure subject knowledge and understanding of the national numeracy strategy. Planning is detailed and learning objectives are shared with pupils at the start of each lesson. Lessons begin with a well-matched session of mental arithmetic. Teachers take care to ensure that all pupils of all ability levels are fully involved and that the questions asked are well matched to take pupils beyond their prior attainment for their different levels of capability. This was seen in a Year 2 top set, where the teacher employed skilful questioning to draw out answers from pupils of differing abilities in the set. Work is carefully matched to pupils' needs in each set, and lessons proceed with good pace and challenge, including an effective use of a plenary at the end of each lesson. This was seen in a Year 5 and 6 top set in which the teacher asked different ability groups to explain what they learnt in the lesson about using a protractor to identify different angles. Teachers do not organise pupils to work on investigations in small independent groups often enough. Instead, some teachers rely on commercial schemes and photo-copied sheets. Well-organised and suitably briefed classroom assistants make a positive contribution to the achievements of pupils with special educational needs. As they work with these pupils, they include support to other

pupils close at hand. Class management is good and positive relationships and high expectations of all pupils encourage learning. The marking of pupils' work in the school is inconsistent. The better examples that were seen give pupils clear guidance to help them improve in the next lesson.

- 78 The leadership for mathematics is strong and effective. The co-ordinator is knowledgeable and has established benchmarks for achievement throughout the school after analysing recent statutory tests. The co-ordinator evaluates teachers' planning, and there has been evaluation of teaching by the current co-ordinator and previous head teacher. There is a policy and scheme of work, including assessment procedures and target setting in each class, which reflect the national numeracy strategy's aims. In Year 6, pupils have individual targets and those in need of additional help to achieve targets attend booster classes. All pupils in Years 3 to 6 are given homework books to increase their achievements in the subject. There are also two parental 'How to help your child in mathematics' meetings held. Resources for mathematics are good, they are stored centrally, and are accessible to staff and pupils. Mathematical displays through the school are stimulating and informative, and help spark pupils' interest in the subject.

SCIENCE

- 79 The most recent National Curriculum standard test results indicate that attainment in science continues to rise at a rate that matches the school's rapid trend of improvement. In 2001 standards in science tests for eleven year olds were well above average when compared with all schools nationally and when compared with schools in a similar social and economic setting. Both boys and girls did better than the average of boys and girls in other schools although girls performed more strongly than boys. The school is aware of the differing attainments of boys and girls and has measures in hand to tackle it. A high number of pupils, 64 per cent, gained a higher level than is expected at eleven and only two per cent fell below the expected level. The three-year trend of improvement is very strong. National Curriculum teacher assessments for seven year olds indicate high attainment, all pupils achieving the expected level for their age. Of these pupils 39 per cent achieved a level higher than that expected for their age. This result is well above the average for schools nationally.
- 80 There are some differences between the test results and the work seen during the week of inspection. Pupils in Year 1 and 2 achieve standards above those expected for their age. The difference occurs because some of the regular tasks pupils complete are based on worksheets. Some lower attaining pupils find these difficult to complete well. Higher attaining pupils do not have the opportunity to make the best of their knowledge and understanding in such tasks. However, pupils of this age have good first hand scientific experiences and learn a scientific methodology. Because they have good speaking and listening skills they answer questions with competent use of scientific vocabulary. This helps them to explain their understanding and reasoning. The topic during inspection for these pupils was pushes and pulls, leading to an early understanding of forces. Practical tasks are well matched to pupils' life, experiences and prior attainment. For example, in Year 1 pupils were asked to use toy cars, first to predict what sort of forces would be needed to move them, and then to test their predictions. Results of predictions were recorded. Some cars were simple push to move ones. Others had a more complicated pull back operation to store energy and pupils were intrigued by how these worked. The work in Year 2 was based on direct observation of pushing and pulling forces in the classroom. Pupils used adhesive labels to identify what could be moved by pushing and what by pulling. The activity then moved out around the school. Labels could be found all over

the school correctly indicating 'push' and 'pull'. The labels were left to reinforce the learning, as pupils moved around the building for the next few days.

- 81 Pupils in Years 3 to 6 achieve standards in the work seen that is well above the standard expected for their age. Year 3 and 4 pupils studied different types of rock. They used magnifying glasses to make close observations. Many know from the rock formation whether they are sedimentary, igneous or metamorphic. These pupils have a very sharp understanding and use of scientific language in this area of learning. They understand that some rocks are impervious and that others absorb water and change in weight and appearance. In another class of Year 3 and 4 pupils, a session led by a trainee graduate teacher, some very acute knowledge of the underlying composition of the Earth was demonstrated. Pupils made very good use of language such as 'magma', crust' and 'mantle'. Some of these pupils have a very sophisticated understanding of the composition of rocks and phenomena such as volcanoes and earth plate movements. These pupils went on to make able use of the Internet and stored computer data to further their research. Pupils in Year 5 and 6 investigated states of matter. Some of the work seen in pupils' books was of a high order for this age. Pupils wrote about the 'noble' or 'inert' gases and their uses in advertising (neon signs). Another wrote accurately and in detail about the use of hydrogenation (the combining of hydrogen with other substances) in food processing. Pupils in all classes based their work on first hand experience. Investigations tested solubility and reversibility of processes. All pupils have good practical skills that cement and reinforce scientific learning. The higher attaining group lived up to their teacher's high expectations in designing their own experiment to separate different materials using their prior attainment. Lower attaining pupils, including those with special educational needs, make good progress, through the intensive support they get in lessons. They make good progress in practical work and in discussion sessions.
- 82 The teaching is good overall and sometimes excellent. The lesson shared between the co-ordinator and the trainee teacher was a very good partnership making very able use of their subject expertise. The insight of the teacher with the higher attaining group of older pupils led to a high degree of challenge and expectation. Factors like this provoke pupils, engage their attention and promote higher learning. All teachers have secure understanding of what they are teaching. Tasks are usually well matched to enable pupils make good progress. Pupils are expected to be active and involved in the investigations. Pupils are well managed and this helps their concentration and pace of working. The best lessons are taken at brisk pace and taught with style. Occasionally introductions are long and this lessens the pace and reduces opportunity for practical work. Where tasks involve the completion of a work sheet, this does not do enough to support pupils who find learning difficult and higher attaining pupils are not stretched as far as possible in their learning. A good and consistent feature of the teaching is that lessons start with teachers outlining what is to be learned. This sets out clearly teachers' expectations and gets pupils directly involved in the learning. Marking is systematic, encouraging and helpful. Some is extremely penetrating, giving very good guidance and support towards further learning. However, not all marking is of this high quality. Of particular note is the pointed further questioning in marking which provokes a different level of challenge and thinking in pupils.
- 83 The curriculum is very good. The policy is sharply focused. There is a great deal of practical guidance for teachers. A detailed and comprehensive scheme of work is precise in supporting the ever widening and progressive cycle of understanding that promotes high standards. The school has made very good use of the most recent national advice on the science curriculum. The depth of school guidance is a very good support to teachers' own knowledge. Additionally the curriculum is enriched by

visits out of school, by interesting visitors into school and by a very well supported after school science club. This term the club is focusing on astronomy. This club generates a great deal of involvement and interest in learning. Further enrichment to the curriculum is achieved by annual participation in National Science Week. There are good procedures for assessment. Standard test results are analysed to find areas that need further emphasis and development. Although good work in data handling was seen, the school has identified this as an area for more emphasis. Pupils' work is assessed on an individual and regular basis to track their progress through the elements of the curriculum. Science is a strong factor in the school's provision for the spiritual, moral, social and cultural development of pupils. They gain a great deal as they reflect on the scientific phenomena they investigate. The pupils' good practical skills are the result of strongly promoted moral and social values. Pupils work well in groups, sharing responsibilities, discussing in mature fashion, getting to the heart of their tasks quickly. Visits to science museums and to 'Wren's Nest' heighten awareness of the local culture and scientific culture. Pupils make very good use of their literacy, numeracy and information and communication technology skills in science. Some use of these skills is mature and powerful.

- 84 The subject is very well managed by an able and enthusiastic co-ordinator. The guidance available and the scheme of work is her design. It is instrumental in promoting pupils' systematic progress and the incrementally higher standards over the past few years. Improvement has been good since the previous inspection.

ART AND DESIGN

- 85 During the week of the inspection only a limited number of lessons were observed in the infant and junior classes. Through a careful scrutiny of pupils' work displayed throughout the school, discussions with the temporary co-ordinator, teaching staff and pupils, a judgement was made. Pupils are achieving and exceeding what is expected nationally at the ages of seven and eleven. All pupils including those with special educational needs are fully involved and making good progress in their art and design lessons. This maintains the standards identified for pupils' achievements in Year 2, and is an improvement on pupils' achievements at the end of Year 6. The school has undertaken visits to art galleries in Stourbridge and Birmingham to look at the work of different artists, which addresses an issue from the previous inspection. Pupils also visit a local secondary school to see the exhibition of G.C.S.E students' work.
- 86 Pupils in the infants have experience of working with a range of different art materials, including the use of wire and clay in three-dimensional work. They develop their skills of detailed observational drawings and practice different techniques in their art and design lessons. For instance, in a Year 1 class, pupils use a sketchbook to practice and develop their skills using different materials such as a pencil, and textures such as rough and smooth. Pupils in a Year 1 and 2 class have used 'viewfinders' to produce a small picture which was then made into a larger picture using pencil, crayon and chalk, with an emphasis on both tone and texture. This technique was used when pupils used paint to produce pictures of their grandparents, which are displayed in the hall.
- 87 By the end of Year 6 pupils have developed their artistic skills using a wide range of art materials in a variety of activities, including an understanding of the work of different artists. In a Year 5 and 6 lesson pupils were given the opportunity of developing their artistic skills and expertise. Year 5 pupils in the class have been researching and finding out about the work of contemporary craftsperson, from the catalogue of Kate Malone. Pupils in Year 6 were investigating the tactile qualities of

clay and developing their manipulative techniques when handling it. Throughout the junior classes there are examples of work, which indicates that pupils are developing their skills of detailed observational drawings using pencil, felt-tip pen, and crayon. This was clearly demonstrated in a Year 3 lesson, where pupils used felt-tip pens to investigate and experiment to create different patterns in geometrical shapes. One pupil in the class for example, created a green outline, with contrasting shapes coloured in yellow and purple.

- 88 The overall quality of teaching observed was judged to be of good quality. One lesson judged to be of a very good quality, due to the teachers' specialised subject knowledge and expertise in art and design. All teachers' have good subject knowledge and understanding which takes pupils' learning forward. Teachers make good use of classroom assistants effectively in lessons to assist pupils' learning, for example in a Year 5 and 6 lesson. In all the lessons seen pupils have good attitudes to their work and enjoy their activities in art. The levels of perseverance and concentration of most pupils have a positive effect on their learning. This was clearly demonstrated in a Year 3 lesson, when pupils were investigating with patterns and colours. Work in art benefits from links to other subjects and also makes a reciprocal contribution, such as history and information technology. For example, in the hall there is a display of Roman and Celtic masks, and Year 3 have computer-generated patterns displayed in the classroom. Teaching in art makes a good contribution to pupils' cultural development.
- 89 Currently the acting head teacher is leading the subject on a temporary basis. A co-ordinator will be appointed in due course. There is a policy and scheme of work and assessment procedures, which reflects national initiatives in the subject. Parents have also made an impact to the development of interest in the subject by assisting with the designing and making of banners and flags in the school playgrounds. The school has made satisfactory improvement in the subject since the previous inspection.

DESIGN AND TECHNOLOGY

- 90 No judgement can be made about the standards achieved in the subject at the end of Year 2 and Year 6. This was because no teaching was observed through timetabling restrictions, and there was no previously completed work available on which to base a judgement. However an interview with pupils in Year 3 and Year 6, and a scrutiny of teachers' planning, including photographic evidence of design and technology activities undertaken by pupils, indicates that pupils are being taught the full design and technology process. This is undertaken in weekly blocks at the end of each term, in which there is extensive work in the subject undertaken in each year group.
- 91 Currently the subject is being led by a temporary co-ordinator who provides sound leadership. There is a policy and scheme of work, which reflects national initiatives in the subject. The co-ordinator evaluates teachers' planning, and in a previous temporary placement in the school, has also evaluated teaching of the subject. There are formal assessment procedures, which are adopted from national guidance for assessing pupils' achievements in the subjects as they move through school. Resources for teaching the subject are good, and are stored centrally in the upper part of the hall gallery, and are accessible to both staff and pupils.

GEOGRAPHY

- 92 Standards of attainment are similar to those of the previous report. They match those expected of pupils when they are seven and eleven. By the time pupils are seven they have a good knowledge of the local area, local features and characteristics. Work on comparing their own locality with that of a Scottish island developed their geographical skills. The pupils are encouraged to develop opinions of likes and dislikes particularly in relation to the environment. The range of work given to pupils in Years 3 to 6 builds on this previous work and enables pupils to demonstrate their capabilities. For example interesting activities such as the drawing of a product tree enable pupils to demonstrate their very detailed factual knowledge about what rain forests give us. The range of work in lessons includes the development of enquiry skills and use of sources such as newspaper articles illustrating the social effect of physical and environmental happenings.
- 93 Pupils achieve particularly well in the use of maps. Pupils in Year 1 and 2 learn to use simple maps of the locality to identify particular places. On a very large map of Stourbridge pupils indicated where jobs were in the area and where people who help us could be found. This work is extended in Years 3 to 6. In an effective lesson in Year 5 teaching skilfully used a very recent event in school life when the school had to close for a day or two to allow the laying of new water pipes in the locality. Pupils drew a simple plan of the pipe laying. Later in Years 3 to 6 pupils use world maps and colour code them according to weather effects. Pupils with special educational needs do the same work as their peers. They are given support as required and make progress in accordance with their abilities and needs. There was no evidence of provision for pupils who are gifted in geography. There is no significant difference between the achievements of boys and girls.
- 94 The effective teaching throughout the school is shown in the obvious pride pupils have in their written work that is neatly, carefully and attractively presented. Teachers have good subject knowledge and have high expectations of pupils. Pupils sustain concentration and work hard. This is shown in the very sound factual knowledge base that most pupils have. Of particular note is that higher attainers in Year 6 have very detailed factual knowledge. Assessment procedures are in place and this is an improvement since the previous inspection. Marking is variable and the best practice is in Year 6. Relationships are excellent and the subject contributes to the pupils' personal, spiritual and social development by extending their knowledge and interest in the world.
- 95 Numeracy is very well used in geography lessons. This was particularly so in a very good Year 6 lesson when pupils used given data on the physical geography of Peru and on weather conditions. They used the data to glean information in order to plot a graph showing the relationships between the two factors and the effect on the landscape. In other lessons throughout the school there are many examples of mathematics at work; in Year 4, pie graphs, measurement of journeys and scale are related to the analysis of leisure time; graphs are used in Year 1 to illustrate likes and dislikes and local features; Year 3 pupils explain how co-ordinates work. Pupils' literacy achievements grow when they reveal deeper understanding by using language to evaluate, for example 'precious and valuable resources' and when they explain vocabulary that they are using. For example one pupil explained that air condensing was 'just as your breath does on a mirror'. Information technology is well used also. Pupils use multi-maps and in a Year 6 lesson the Internet was used to find out the temperatures in Peru at that particular time.

- 96 The subject is well led. The subject has improved since the previous inspection because the co-ordinator has adapted the national scheme of work for geography to the needs and situation of the school. This has only relatively recently been implemented so it is still early days in which to see the overall effect on standards but the good planning is seen to be supporting teachers' lessons which are usually well structured. Resources have improved and are regularly being up-dated. The co-ordinator evaluates pupils' work through samples but does not have the opportunity to evaluate teaching in classes.

HISTORY

- 97 Standards are similar to those reported in the previous inspection. During the inspection pupils attained standards that match those expected for their age. By the time pupils are seven, standards match national expectations. In Year 6 pupils attain standards that at least match and are often above those expected for their age. A large proportion of higher attainers are achieving beyond the expected standard. By the time pupils are at the end of their primary school education, standards in history overall are above those expected nationally. Pupils make sound, steady progress throughout the school. Pupils with special educational needs do the same work as their peers and are given support when needed so that they make progress at a rate that is commensurate with their abilities. There was no evidence seen of particular work for any pupils deemed gifted in history. There is no significant difference between boys' and girls' achievements.
- 98 In Years 1 and 2, pupils demonstrate a growing awareness of the passage of time but their sense of chronology and ordering of key events is not well developed by the time they enter Years 3 and 4. Pupils sometimes become confused about dates when trying to put famous happenings in order and have less understanding of how long ago some events happened. They develop a sound base of factual knowledge about famous national events such as the Great Fire of London as well as knowledge of local history. Historical enquiry skills are developed in lessons such as the one on old and new toys in Year 1. In this, pupils developed enquiry and observational skills by examining the condition of the toys. This lesson was successful because the teacher stimulated pupils by the collection of very interesting resources and because the pupils were actively involved.
- 99 The development of historical skills is taken forward well in Years 3 to 6. Pupils learn to recognise the difference between primary and secondary sources and realise that historical evidence is influenced by its source. This was well illustrated in a Year 4 lesson when pupils compared descriptions of Boudicca. Pupils in all classes develop an understanding that there were reasons why people acted as they did throughout history. Reasoning in Year 6 is always thoughtful and at times the level of reasoning is very perceptive and shrewd. In Year 4 pupils used their knowledge and skills well in judging reasons for the invasions of Britain. Pupils in Year 1 to 6 acquire a very good base of factual knowledge about various periods of history. Through the use of timelines pupils in Years 3 to 6 demonstrate their developing sense of chronology and ordering of events. Pupils in Years 3 to 6 illustrated their knowledge, correct use of terminology and a developing sense of chronology when they wrote on a display 'Julius made two attempts to invade Britain, first in 55 BC and then again in 54 BC. Both times British warriors and the rotten British weather made them give up. Nearly a hundred years after in 43 AD, the emperor Claudius sent another army to Britain.'
- 100 The quality of teaching in history is effective throughout the school and is very good at Year 6. The subject contributes well to the spiritual and personal development of the pupils. Throughout the school, pupils' faces light up when they talk about history.

They find it interesting and exciting. The range of work covered is very good. Pupils make visits to a variety of suitably interesting places. A key event took place when all pupils in Years 3 to 6 gave a school production of a play to their parents about Victorian times. The class teaching motivates the pupils who apply themselves very well. This was illustrated in a Year 6 lesson when pupils experienced how history can be interpreted. The teacher's very clear, effective questioning challenged and motivated pupils to put a lot of effort into investigating photocopies of ancient artefacts. Pupils worked hard and concentrated extremely well because they were so interested in the focus of the lesson. Teachers have good subject knowledge and high expectations of what pupils can and will accomplish in lessons. Most lessons are well-planned and structured with very clear learning objectives and interesting activities for the pupils to do. In the occasionally less effective lessons, pupils became restless and noise levels rose because the pace and challenge was not as insistent. Assessment procedures are in place. Marking of pupils' work is variable. In Year 6, it is encouraging, informative, and above all, consistent. There are good links with other subjects particularly literacy for example in the lessons on old and new toys. Both literacy and mathematics were well used in this lesson. The teacher extended pupils' vocabulary of adjectives extensively in describing the toys and the toys were sorted into sets. Information technology is effectively used when needed.

- 101 The subject is very well led. The co-ordinator has done a great deal of work on adapting the national scheme of work to the school's needs and situation and improved the subject. The resulting well-planned curriculum gives good support to teachers. The co-ordinator evaluates pupils' work through samples of written work but these samples are not put into any kind of representative subject portfolio. He is unable at present to evaluate teaching in classes. This was stated in the previous report.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 102 The previous report indicated that standards and pupils attainment in information technology matched those of other pupils aged seven, but were below those of pupils aged eleven. Since then standards have improved and are now above for pupils at the end of Year 2 and at the end of Year 6. The school now makes effective use of the computer suite, which has sufficient computers for pupils to work in pairs when undertaking a class lesson. The co-ordinator provides strong leadership in the subject, and has been instrumental in ensuring that all teaching and non-teaching staff, are confident in teaching and using ICT with pupils. There is a policy and scheme of work and assessment procedures, which reflect national initiatives, and addresses the issues highlighted in the previous inspection. The school has made good improvement in the subject since the previous inspection.
- 103 By the age of seven, pupils know and understand the functions of the basic controls on computers, and confidently use the on/off switch, keyboard, cursor and the 'mouse'. For example, in a Year 1 and 2 lesson, pupils could double click on the 'mouse' to highlight an icon, and could successfully access the user name and password to log onto the Internet. In Years 1 and 2, pupils use computer to help develop their learning in other subjects. For example, pupils in a lower mathematics set used a program to help their number work, and developed their skills of using a mouse and cursor skills when setting the program up. Most undertake the activity confidently, but small number of pupils need guidance to complete the task.
- 104 By the age of eleven, pupils use computers and control technology confidently. This was seen in a Year 5 and 6 lesson, where pupils created different movements of increasing complexity, to represent a square, pentagon and hexagon by

programming instructions in to a floor robot. This use of information technology in school is being utilised and capitalized on by pupils effectively in their everyday lives, for instance, when they use the computerised cataloguing system at the public library. Pupils also use computers to access the Internet to gain information from different web sites and simulations. For example, in a Year 4 and 5 lesson, pupils accessed information from a website about Roman soldiers in Britain. Higher attaining pupils in the class knew and understood how to access the information from the web site without any adult intervention, they knew the correct procedures of starting with the user name, password to log onto the Internet, and their keyboard, cursor and mouse skills were accomplished and skilled. Lower attaining pupils required adult help and assistance to remind them of the user name and the next procedure before they were fully on the web site.

- 105 Throughout the school, pupils are confident users of computers and programs. They are willing to talk about their work and demonstrate their competence. In all lessons observed the pupils treated the technical equipment with respect and care, and their behaviour and attitude to the subject were good, with a genuine interest to learn and increase their skills. They listen to instructions well and behaviour relationships were of a good quality in all lessons observed. For example, in a Year 3 and 4 lesson, the pupils used their ICT skills to access the Internet, and were enthusiastic to find out more information from the generated 'encyclopaedia'. The subject makes a positive contribution to pupils' moral and social development throughout the school.
- 106 The overall quality of teaching seen during the inspection was judged to be of a good quality. All staff in school have good subject knowledge, and use the resources available effectively to teach the pupils. All teachers incorporate into their planning and teaching of information technology other areas of the curriculum. For instance, in Year 1 lesson in the computer suite, the teacher used work from a literacy lesson in sequencing sentences to develop pupils' skills of using the computer. Teachers also make effective use of classroom assistants in either the computer suite or in classrooms to support pupils' learning. This was clearly demonstrated in a Year 5 and 6 lesson on control technology, where an assistant worked with a group of pupils in the library area, to assist with their programming of instructions into a floor robot. Activities and tasks are planned and designed to develop and extend the existing skills of and abilities of pupils. This leads to all pupils, including those with special educational needs, being fully involved in the use of ICT and making good progress.
- 107 The use of ICT is having clear impact on pupils' learning throughout the school. For example, in Year 3 pupils are using 'Pattern Wizard' to create computer generated designs, and pupils in Year 5 and 6 lessons were given web sites to visit to increase their knowledge on contemporary artists. However there is still a need to use the computers in classrooms in a more consistent way, to support learning still further in all subject areas. The co-ordinator is experienced and is providing clear and strong leadership for the subject. He evaluates teachers' planning and has undertaken a trawl of pupils' work in the subject. The co-ordinator acknowledges that the current provision for software needs improving, but is related to an issue with Dudley Grid for Learning agreement in the school. There are plans in the future to use specific grant money to support pupils who have no access to a computer in their home.

MUSIC

- 108 Standards in music are above expectations by the time pupils are seven and match expectations when pupils are eleven. Pupils with special educational needs get the support they need to make progress at the same rate as their classmates. Some teachers have very good strategies for involving special educational needs pupils.

Pupils with the potential to attain highly in music get the classroom support they need but also get opportunities to extend their knowledge and skills through instrumental lessons.

- 109 Standards are above expectations at the age of seven. In Year 1 and 2 pupils sing well in tune with clear diction. Pupils in Year 1 have a secure understanding of rhythm. They learn to read 'stick notation' and interpret rhythms from the cards teacher holds up. They discriminate well between the length of written notes. Given choice of instruments, they choose well and copy the rhythms on the cards and make up their own. They explain why they have chosen a particular instrument, how it can be played in different ways to make different sounds and talk about 'rattling', 'scraping' and 'beating' as ways of producing sound. Year 2 pupils read 'stick notation' very accurately, even managing to interpret rests accurately and with a very precise interpretation of a complex syncopated rhythm. They understand the 'off-beat' nature of syncopation. They demonstrate soft and loud on instruments. They explain how some instruments can be played in different ways to make clear sustained sounds but that they can be dampened with a beater or finger to make a muffled sound. They say that a finger on the bar of a glockenspiel 'stops it vibrating'. With the encouragement of the teacher they demonstrate how to use a beater properly for good technique. Pupils are encouraged both to work together in ensemble but also to 'have a go' solo.
- 110 Standards match expectations in Years 3 to 6. Pupils in Years 3 to 6 use instruments in pairs to create their own melody. Their melodies are based on the pentatonic scale and they understand what this means. Pupils listen well to the music in assembly. When practising hymns, they listen sensitively to the singing demonstration of two teachers then applaud spontaneously showing their appreciation. They sing the school song sensitively with good tone. For pupils with particular aptitude, there are opportunities to learn classical instruments such as violin, viola, cello, trumpet and French horn. Some pupils learn to play the guitar. These special lessons are an asset to the music making in the school.
- 111 The teaching is good with examples of very good teaching from the co-ordinator. Lessons are usually orderly which means that pupils concentrate on the lesson content and make good progress. In the lessons seen teacher knowledge is good and well used. There is some very apt and pointed questioning. For example, in one lesson the teacher had high expectations of pupils answers to 'How is she playing the instrument?', 'Why did you choose that one?', 'Can you find a different way?' and 'What could we use this sound for?' Questioning gripped pupils' attention, made them think and generated much interest. Pupils are well managed. A particular feature of some lessons is the way pupils of different abilities were asked questions that challenged them. Another teacher skill lies in the way pupils with difficult behaviour patterns were involved and supported. There is evidence of good teamwork between the teachers and learning support assistants. In one lesson the support assistant was making regular assessment notes of the response of particular pupils with special learning needs.
- 112 The curriculum is sound. It takes guidance from the most recent national advice on the curriculum. There is a suitable policy. Planning ensures that there is a reasonable balance of listening and appraising, composing and performing. Additional lessons and clubs out of normal school time enhance and enrich the curriculum. The school has a tradition of termly 'recitals', where any pupil who chooses to do so can perform. The autumn recital, held during the week of inspection, was well attended by family and friends. The full range of instrumentalists performed, from very early stage beginners to those with more experience. The school orchestra performed in

ensemble. Pupils performed solos and duets. The choir sang a lively Congolese song in two parts. Some pupils offered other items from their range of musical interests – piano, pop songs, traditional songs and songs from the musical theatre. Such opportunities give pupils a great deal of opportunity in developing self-confidence and self-esteem, as well as stretching their experience of the music curriculum. There is a great deal of opportunity for social development within lessons and in the music all around the school. Pupils develop sensitivity towards each other. For example, one girl said quietly of her friend who was plucking up courage to give a demonstration in a lesson, 'She's a very shy girl really'. Her friend found the courage to give the demonstration, that received great support and encouragement from the class and the teacher. The co-ordinator is new and has made a good start to the role. She has a great deal of expertise to offer. There is an understanding of how the subject needs to develop. Although standards were described as in line with expectations in the infant age range and above expectations in the junior range, standards have been maintained since the previous inspection. The differences are in the strength of teaching in the infant classes and the national changes in the balance of the curriculum as a result of national strategies for literacy and numeracy.

PHYSICAL EDUCATION

- 113 Standards of attainment in physical education in the lessons observed match those expected nationally of pupils when they are seven and eleven years of age. Standards are similar to those found in the previous inspection. Discussion with the co-ordinator and scrutiny of planning indicates that the school provides a balanced programme of physical education that meets the requirements of the National Curriculum. All pupils, including those with special educational needs make satisfactory progress. Pupils learn to play games, participate in gymnastics, and respond to music through dance and movement. Pupils in Year 3 have regular swimming lessons. During the week of the inspection four physical education lessons were observed all of which were gymnastics.
- 114 Year 1 pupils travel round the hall demonstrating different kinds of steps, stopping and starting quickly when instructed. They find a space easily and link several movements together. Balancing skills are developing well. These young pupils work well in pairs and discuss with their teacher ways of improving their performance. Year 4 and Year 5 pupils form sequences demonstrating up to three different movements into and out of balance. Year 6 pupils work on refining their balancing skills. The pupils made good progress in this lesson but performance of most at the beginning of the lesson reflects the fact that this is their first gymnastics lesson this term. The good provision for swimming ensures that many pupils learn to swim. By the time they leave the school most pupils achieve the required standard to swim 25 metres. Pupils, including those with special needs make satisfactory progress in physical education. The attitudes of pupils in most lessons are very good. They listen carefully and perform to the best of their ability. They work effectively in groups and when given opportunities they appraise and value the efforts of others. The subject makes a good contribution to the development of social skills. The 'Power Pack' initiative, where Year 4 boys take part in a vigorous and exciting dance programme, led by a trained jazz dancer and culminating in a performance for parents and other participating school groups, has effectively improved boys' performance and interest in dance.
- 115 The quality of teaching is satisfactory overall. Teachers generally plan well-matched work to ensure pupils make good progress. Lesson plans are carefully followed to ensure identified objectives are met. In one lesson where teaching was unsatisfactory, the pupils were not given clear directions about what they were to do.

The teacher was unsure of what standards the pupils should be achieving and did not give them an accurate evaluation of their performance. This resulted in pupils making unsatisfactory progress. Lessons begin and end in an orderly manner, and contain suitable warm-up and cool-down activities. In good Year 1 and Year 6 lessons, teachers set well matched activities ensuring pupils made progress, provided clear instructions and demonstrations and encouraged pupils to develop their skills. In both lessons the emphasis was on improving performance. Pupils made very good progress in refining their balancing movements and sequences. Individual pupils demonstrated their skills to others in the class as the teacher clarified the good points. The Year 6 pupils developed their expertise in evaluation through identifying good elements in each other's performance.

- 116 Co-ordination of the subject is satisfactory. Planning is monitored each term. The school has adopted the Dudley scheme to ensure coverage of the National Curriculum and this provides good guidance and support for teachers. Assessment procedures have been set up but are not yet used. The school is involved in the 'Top Sport' training initiative that has brought benefits in terms of training for teachers and equipment for the school. The school has also arranged for pupils to be coached by professionals in basketball, football and tennis, which has effectively developed pupils' skills and enthusiasm for these sports. There are opportunities for pupils to take part in competitive sport. They play football matches with other schools in the Stourbridge league and enter local sports competitions.

RELIGIOUS EDUCATION

- 117 The organisation of the timetable meant that during the inspection only three lessons were observed. Inspection judgements are based on these lessons, an analysis of pupils' work in displays and discussion with Year 6 pupils.
- 118 Standards of attainment are in line with the expectations of the local syllabus when pupils are seven and eleven years of age. In the previous inspection standards for seven-year olds were above average. This difference does not show a decline in standards but reflects the fact that the syllabus has been changed. Pupils, including those with special needs make satisfactory progress throughout the school. Pupils in Year 2 retell the story of the Good Samaritan, making it clear, as they act out the story that they have grasped the moral concepts contained in the parable. They have learned about famous people such as Thomas Barnado, Harriet Tubman and Florence Nightingale, identifying Christian qualities in these people and then looking for and identifying similar qualities in their friends and in those who have caring roles in today's society such as firemen. Older pupils are knowledgeable about Christian beliefs such as that Jesus died on the Cross and rose again from the dead. They have learned about Islam and are aware of the Five Pillars of Wisdom and understand that the Qur'an is a holy book and must be handled with great reverence. The JC2000 and JC2001 project enabled pupils to visit and work with the ministers in two local churches developed pupils understanding and knowledge of Christian devotion and belief. Year 6 pupils described an exciting visit to Saltwell's education centre to meet representatives from major faiths who talked about their beliefs. On this visit pupils had opportunities to handle religious artefacts from the different faiths and dress in the traditional style and costumes of the various ethnic groups.
- 119 In all the lessons observed, pupils display good attitudes to the subject and a willingness to discuss their own feelings and beliefs. They work well together listening to one another and respecting what others say.

- 120 The quality of teaching observed was good maintaining the standards of the previous inspection. In each lesson the teachers introduce elements of spirituality in keeping with the nature of the subject. In a very good lesson, Year 5 and Year 6 pupils' understanding and knowledge of the Christian perception of Jesus were extended because the teacher organised the class well to facilitate group discussions and ensured mature discussion because of her high expectations of how the pupils should conduct themselves. One pupil remarked that Christians would perceive Jesus as being "rich in happiness and poor in wealth". Discussion played an important part in all the lessons observed. The subject makes a good contribution to developing speaking and listening skills.
- 121 Co-ordination of the subject is good. The co-ordinator has been working closely with the local authority's religious education adviser to produce a scheme of work for the school to match the recently revised local syllabus. She is very knowledgeable about how it should be taught and works hard to pass on her expertise to colleagues. The new syllabus is very different from the previous one, which was based on stories and factual knowledge. The new scheme has a more reflective approach emphasising understanding and thinking about the beliefs and practices of various faiths, in particular Christianity and Islam. The co-ordinator has willingly taken on the task of preparing lesson plans for each class in the school to ensure that these accurately reflect the contents of the scheme of work and to ensure that there is complete coverage. She is evaluating delivery of the subject by examining samples of pupils' work to check that lesson plans are being followed and also assesses the work to establish what levels pupils are achieving.