

INSPECTION REPORT

Pegasus Primary School
Birmingham

LEA area : Birmingham

Unique Reference Number : 103379

Headteacher : Mrs Lorna Lay-Flurrie

Reporting inspector : Mrs Barbara Crane
21227

Dates of inspection : 13 - 16 September 1999

Under OFSTED contract number: 706676

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	County
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
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Appropriate authority :	Governing body
Name of chair of governors :	Mrs Carol Westwood
Date of previous inspection :	7 - 10 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Barbara Crane, RgI.	English, art, areas of learning for the children under five.	Attainment and progress, Teaching, Leadership and management.
Mr Robert Folks, Lay Inspector.	Equal opportunities	Attendance, Support, guidance and pupils' welfare, Partnership with parents and the community, Staffing, accommodation and learning resources.
Mr John Foster, Team Inspector.	Science, information technology, physical education.	Efficiency.
Mr Keith Edwards, Team Inspector.	Mathematics, music, special educational needs.	Curriculum and assessment
Mr John Brooke, Team Inspector.	Religious education, design and technology, history, geography.	Attitudes, behaviour and personal development, Spiritual, moral, social and cultural development.

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MAIN FINDINGS

What the school does well

- The school's drive to raise standards in reading, numeracy and science has been successful.
- The pupils' behaviour is good and reflects the high expectations of the teachers and the school's good provision for the pupils' moral development.
- The school has a positive ethos; the staff work hard to raise standards and there is good provision for the pupils' social development.
- The headteacher provides a strong lead for the school.
- The school has good links with the community.
- The classroom assistants and parent helpers are well deployed to support the pupils' learning.

Where the school has weaknesses

- The pupils could do better in writing and information technology.
- The facilities and resources for the children under five are limited.
- The school could do more to enable parents to understand its aims and its work.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has overcome most of the weaknesses pointed out in its last inspection in 1996, and it is better than it was. Standards in reading, mathematics and science at Key Stage 2 have improved considerably. The pace and challenge of teaching has improved to help pupils achieve at a higher level. The development of assessment policy and practice has been undertaken successfully in most areas. The school gives appropriate emphasis to the pupils' spiritual development. There is an improved range of activities planned in design and technology. Progress in raising standards in information technology has been slower. The school is well placed to make further improvements.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	D	B	<i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
Mathematics	B	A	
Science	C	A	

These results relate to the pupils who left the school in 1998. They show, for example, that standards in English are below average when compared to all schools but better than those in similar schools. Standards in mathematics are above average when compared to all schools. Standards in science are in line with those nationally. When compared to similar schools, standards in mathematics and science are well above average. The results of the 1999 tests for eleven year olds show a similar picture. The trend in standards achieved by pupils leaving the school over the past three years is one of improvement in all aspects of the core subjects except for writing.

Inspection evidence supports the view that by the time the pupils leave the school, they are attaining average standards in reading, mathematics and science but standards in writing are below average. The pupils' attainment in

information technology is below expectations. Attainment in religious education meets the expectations of the locally agreed syllabus. The standard of work in all other subjects is satisfactory except for geography and music, where the pupils do not achieve the standards expected for their age. The majority of children make good progress but they are unlikely to achieve the Desirable Outcomes in the areas of learning by the age of five.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Good	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		*	*
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

Teaching is satisfactory or better in 93% of lessons. It is good or better in 33% of lessons and very good in 7%. Unsatisfactory teaching is seen in 7% of lessons.

*Too little direct teaching of information technology was seen to make a judgement on the quality of teaching.

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

Other aspects of the school

Aspect	Comment
Behaviour	The pupils' behaviour is good. The majority of the pupils are polite, well behaved, work hard and play well together.
Attendance	The pupils' attendance is below the national average. Unauthorised absence is above average. The school encourages good attendance.
Ethos*	The school has a good ethos. Most pupils have a positive attitude to their work and enjoy good relationships. The school creates a supportive environment for learning. The staff demonstrate a commitment to raising standards.
Leadership and management	The headteacher provides a clear lead in monitoring learning and teaching. The planning to support the school's development is effective.
Curriculum	This is satisfactory, overall. The school places an appropriate emphasis on literacy and numeracy. Assessment is well used to set individual targets in mathematics. The pupils do not have sufficient opportunities to develop their skills in information technology. The curriculum for children under five lacks opportunities for creative and physical development through play.
Pupils with special educational needs	The classroom assistants provide good support. The targets in the pupils' individual education plans are detailed and enable an effective review of their progress.
Spiritual, moral, social & cultural development	This is good, overall. The school provides a strong moral framework and promotes the pupils' social development very effectively. The pupils' spiritual awareness and their understanding of other cultures is promoted effectively.
Staffing, resources and accommodation	Satisfactory, overall. The staffing is appropriate and the accommodation is adequate. Resources are generally satisfactory but the facilities and resources for children under five could be improved
Value for money	Satisfactory.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • They are pleased with the standard of work achieved. • The school encourages the children to get involved with more than just their daily lessons. • They find the staff to be approachable. • Their the children like going to school 	<ul style="list-style-type: none"> • Some parents feel that they are not encouraged to take part in the life of the school. • Complaints are not always handled well. • Some parents feel that they have insufficient information about what is taught and their child's progress. • The school's approach to homework is inconsistent. • The school's values and attitudes do not have a positive effect on their the children and the standard of behaviour is a concern.

The inspection findings support the view that parents have appropriate opportunities to be involved in the life of the school but lack some information about what is taught. There are frequent opportunities to discuss children's progress and reports are informative. The school has an appropriate complaints procedure and this is published to parents. The school has recently made clear its policy on homework and this is well organised. On the evidence of the inspection, the school's values and attitudes have a positive effect on the children and the behaviour of the

overwhelming majority is good.

KEY ISSUES FOR ACTION

What the school needs to do now:

- **improve standards in writing by:**
 - ensuring that the teachers are clear about the skills that are to be taught in the whole class sessions and in the independent and group activities in the Literacy Hour;
 - improving the quality of teachers' marking so that it provides better day-to-day guidance to the pupils on how they can improve;
 - assessing pupils' attainment in writing and using the information to set targets for improvement;
 - monitoring the teaching and learning to evaluate improvements in provision;(paragraphs 7, 23, 30, 65, 67, 68)

- **improve standards in information technology and ensure that pupils make better progress by ensuring that opportunities for information technology are identified in the teachers' planning;**
(paragraphs 11, 25, 44, 87, 88)

- **improve the provision for children under five by:**
 - providing better resources for creative development and outdoor play;
 - planning better opportunities for children to initiate their own activities in these areas;(paragraphs 3, 19, 26, 59, 60)

- **improve the effectiveness of its communication with parents so that they have a clearer understanding of the school's aims and the way in which it works to achieve these.**
(paragraphs 39, 40)

In addition to the key issues above, the less important weakness indicated in paragraphs 6, 22, 29 and 50 should be considered for inclusion in the action plan.

INTRODUCTION

Characteristics of the school

1. The school is situated in Castle Vale, a large estate on the outskirts of Birmingham and has 242 pupils on roll. It serves an area of some social and economic disadvantage. Thirty-eight per cent of the pupils are entitled to free school meals, which is well above the national average. Forty-four per cent of the pupils are on the school's register of special educational need, which is well above average. There are three pupils with Statements of Special Educational Need. The children are admitted to the Reception class in the September of the year in which they are five. At the time of the inspection there were twenty-five children under five in the Reception class. The children's attainment on entry to the school is well below average in all aspects of learning.
2. The school aims to provide a caring environment in which children develop confidence, self-esteem and achieve good standards of behaviour and work. The school has set targets to improve standards in literacy and numeracy; promote high standards of behaviour; improve attendance and improve the monitoring of teaching and learning.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1

for latest reporting year:

Year	Boys	Girls	Total
1998	18	22	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	15	8	15
	Girls	14	13	9
	Total	29	21	24
Percentage at NC Level 2 or above	School	76(73)	55(92)	63(85)
	National	80 (78)	81 (79)	84 (82)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	15	15
	Girls	13	8	11
	Total	25	23	26
Percentage at NC Level 2 or above	School	66(65)	61(73)	68(65)
	National	81 (79)	85 (83)	86 (84)

1

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

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1998	17	10	27

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	10	13
	Girls	6	5	5
	Total	16	15	18
Percentage at NC Level 4 or above	School	59(56)	56(44)	67(44)
	National	65(63)	59(62)	69(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	10	15
	Girls	7	6	6
	Total	17	16	21
Percentage at NC Level 4 or above	School	63(63)	59(64)	78(69)
	National	65(63)	65(64)	72(69)

Attendance

Percentage of half days (sessions) Missed through absence for the latest complete reporting year			%
Authorised Absence	School		7.4
	National comparative data		5.7
Unauthorised Absence	School		1.9
	National comparative data		0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
Fixed period		2
Permanent		1

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	7%
Satisfactory or better	93%
Less than satisfactory	7%

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

3. By the time they are five, few of the children are likely to attain the standards expected for their age in any of the areas of learning. They do, however, make satisfactory and sometimes good progress in their learning. In their personal and social development they make rapid progress. The children make good progress in reading and mathematics and this gives a firm foundation for their future learning. They make satisfactory progress in speaking and listening and their knowledge and understanding of the world. Their progress in physical and creative development is more limited due to the lack of facilities and resources.
4. Recent benchmark data and the results of the national tests in 1998 indicate that the performance of the pupils at age eleven in English is below the national average but above that seen in similar schools. The performance of the pupils in mathematics is above the national average and well above that achieved by pupils from similar backgrounds. The pupils' performance in science is average when compared to all schools and much better than that in similar schools. The results of the 1999 tests show a similar picture of standards. The results of the tests over the past three years show that the performance of the pupils in the core subjects has improved markedly, but English, and more specifically writing, is the weaker aspect.
5. Inspection evidence supports the view that the pupils' attainment in reading, mathematics and science is average by the time they leave the school. Their attainment in writing is below average. Pupils with special educational needs make good progress in literacy and numeracy.
6. The pupils' attainment in speaking is below that expected for their age by the time they leave the school. Higher attaining pupils can support their views in discussion and talk in detail about their work, but the majority of pupils use short sentences or phrases and need prompting to express themselves more fully. The pupils make good progress in reading. The younger pupils use their knowledge of phonics and the context of the story effectively to read unknown words and they approach text confidently. A good feature is that pupils use lively expression when they read. Older pupils can locate and use reference material effectively to support their work but the number of books in the library is sparse.
7. By the end of Key Stage 1, most of the pupils can write a sequence of sentences that describe an event or start a story and higher attainers write extended pieces that develop an idea. Most use capital letters and full stops accurately. Some higher attaining pupils are beginning to punctuate speech and use commas. By the end of the key stage, however, a significant minority of pupils do not form letters correctly. They use a limited variety of sentence patterns in their writing. The pupils in Key Stage 2 make satisfactory progress in organising their writing for specific purposes. Younger pupils write descriptions, letters and 'newspaper' articles. They use punctuation accurately. The older pupils attempt to write playscripts and descriptive and narrative accounts but most find it difficult to write at length. These pupils rarely use grammatically complex sentences or sustain and develop their ideas. They are able to adapt their writing for different purposes but their vocabulary is limited and they rarely use words for effect. The quality of the older pupils' writing is weaker when they have to draw upon their own ideas and use their experience and imagination.
8. The pupils make good progress in mathematics at both key stages. The younger pupils count accurately and use the vocabulary of time, such as 'before' and 'o'clock' but many have difficulty in sequencing events. By the time they are seven, many pupils are confident in adding and subtracting numbers to 20 and understand the difference between odd and even numbers. The majority of pupils are familiar with the mathematical language of weight. The pupils can recognise and identify regular two and three-dimensional shapes such as circle and cube. The more able pupils recognise symmetrical shapes in every day life and know that shapes can have more than one line of symmetry.
9. In Key Stage 2, the pupils' mathematical reasoning develops well. The pupils confidently deal with numbers up to 1000, and place these numbers accurately in sequence. They know and use number facts in their written

and mental work. The pupils use a range of computational methods such as addition, subtraction, multiplication and division to work out mathematical puzzles. However, the pupils lose confidence in their ability when required to determine their own methods for solving problems. Most pupils have a secure understanding of place value and can calculate accurately with decimals and fractions. The more able pupils collect and organise data and present information and the results of their findings in a clear and well-structured way. They discuss their findings and use mathematics satisfactorily in their work in other subjects.

10. The pupils make good progress in science at both key stages. By the age of seven the pupils have a good range of scientific knowledge and begin to use this knowledge to investigate the world around them. They recognise a wide range of material and identify rough and smooth textures. They identify the parts of plants. The pupils construct simple electrical circuits and complete them to make a bulb light. By the end of Key Stage 2, the pupils are aware of the need for a fair test. They experiment with forces to identify which of a series of balls is best for bouncing. They plan their experiment, record their results carefully and draw appropriate conclusions from the results. They explain clearly about how magnetic fields are formed. The pupils know the functions of the body's major organs.
11. The pupils make unsatisfactory progress in information technology and do not achieve the standards expected at either key stage. They are given too few opportunities to work on computers and this constrains the development of their skills and understanding. Whilst most pupils have rudimentary skills in word processing, they have little knowledge of control technology or modelling.
12. The pupils' attainment in religious education meets the requirements of the Locally Agreed Syllabus at both key stages. They make satisfactory progress in extending their knowledge and understanding of how religious principles and belief impacts on people's lives .
13. The pupils' attainment in most other subjects is satisfactory. In geography, however, their work does not reach the standards expected for their age because too little time is given to the subject. The standard of the pupils' work in music reaches a lower level than expected in performing with instruments and using notation.

Attitudes, behaviour and personal development

14. The children under five settle quickly into the routines of the classroom. They learn to share, take turns and show an interest in their work. The pupils' attitudes to work are satisfactory overall with some good attitudes observed in Key Stage 1 and lower Key Stage 2. The pupils enjoy coming to school and work and play well together. They concentrate well in lessons and, with the exception of a few pupils who display challenging behaviour, stay on task when working individually. They support each other as necessary and listen to others' point of view.
15. The pupils' behaviour is good. They enter and leave school calmly and move around the school sensibly. They show a great deal of respect for each other, the building and the equipment. During mid-morning and mid-day breaks their play is generally friendly and boys and girls relate well to each other. Behaviour in the dining room is good. No incidents of bullying were observed during the inspection. The inspection findings do not support the views of those parents who feel that the school does not achieve good standards of behaviour.
16. The pupils' personal development is satisfactory. They gain in confidence and enjoy good relationships with the adults in school and each other. They are helpful and courteous to visitors in school and return greetings politely and cheerfully. The pupils are eager to please and enjoy taking responsibility for tasks around the school. They are interested in what other pupils have to say and discuss issues relating to their own lives and those of others sensibly and thoughtfully.

Attendance

17. Attendance is below the national average with a high level of unauthorised absence. Registration is carried out efficiently. Most of the pupils are punctual and lessons start promptly and finish on time.

QUALITY OF EDUCATION PROVIDED

Teaching

18. Teaching is satisfactory or better in over nine out of ten lessons and is good or better in just over three out of ten lessons. Very good teaching is evident in a small number of lessons at both key stages. There is more good teaching at Key Stage 1 than at Key Stage 2. The few unsatisfactory lessons are in Key Stage 2. Classroom assistants are well briefed and provide good support.
19. The teaching of children under five is good. The teacher plans a range of interesting activities to develop the children's skills in literacy and numeracy. The staff have a good understanding of the children's social needs and promote their self-esteem and encourage their independence. There is good direct teaching of skills in language and literacy and mathematics. Too few opportunities, however, are planned for the staff to support learning when children engage in self-selected activities.
20. In both key stages the teachers have a sound knowledge of their subjects and often make good links between subjects in their planning. The teachers' planning and assessment in mathematics is often more detailed and reflects the depth of the teachers' subject knowledge. All of the teachers have suitable expectations of the pupils' work and use language that extends the pupils' vocabulary. The teachers encourage the pupils to express opinions and to talk about their work and the choices they have made. Time and resources are used well. In the most successful lessons, the teachers' clear introductions and skilful questioning ensures that all of the pupils understand what they are to learn.
21. The very good lessons are characterised by an energetic approach and careful monitoring of individual progress. The lively pace and focused questioning by the teachers secures the pupils' interest and involvement. In a very well organised science lesson with younger Key Stage 1 pupils, for example, the teacher questioned each group about their findings and posed further challenges which were met enthusiastically by the pupils. In a very effective mathematics lesson with lower Key Stage 2 pupils, the teacher's clear explanations, enthusiastic manner and well directed questions ensured that all of the pupils gained from the session on mental calculation. A strength of the teaching at both key stages is the teachers' high expectations of the pupils' behaviour and the consistency with which these are reinforced. Any inappropriate behaviour is usually dealt with swiftly and effectively. The teachers know the pupils well and generally establish good relationships with them.
22. In the weaker lessons, the pace is slower and noise levels rise unchecked. The learning objectives for the lesson are unclear and the progress of groups is not monitored effectively. Occasionally, there is an over-reliance on the use of a strident tone of voice to call pupils to order. There are some good examples of evaluative marking of the pupils' work by teachers at both key stages, but more often marking gives little indication as to how the work can be improved.
23. The teachers have made a satisfactory start with the Literacy Hour and are very confident in using the Numeracy Strategy. The teachers reflect on ways in which their organisation and methods can be improved. The literacy sessions generally have a good pace and are well resourced and organised. However, the teachers' planning is too vague about how the pupils' skills in writing will be developed through activities in the Literacy Hour. The assessment of the pupils' writing is a weakness in the teaching at both key stages. There are some good opportunities for pupils in both key stages to use and extend their skills in writing across the curriculum and for the pupils to undertake personal research. The teachers are following the school's recently devised policy on homework and this is well organised to support the pupils' learning.
24. The teaching of pupils with special educational needs in Key Stage 1, where the support is tightly focused on the needs of the individual pupils, is good. It is satisfactory in Key Stage 2, where the data about each pupil is not always used as consistently to inform lesson plans. The classroom assistants are well-briefed to support

the pupils' learning.

The curriculum and assessment

25. The curriculum is balanced and broadly based; it prepares pupils appropriately for the next stage of education. Statutory obligations with regard to all subjects of the National Curriculum and religious education are fulfilled. There are, however, too few opportunities planned for the pupils to develop their skills in information technology across the curriculum. The school provides sex education for its pupils by means of a carefully planned programme. There is a formal policy on drugs and teachers provide a series of lessons about the benefits of medicines and the harmful effects of the misuse of substances.
26. The curriculum for children under five covers all of the areas of learning for this age. There is an emphasis on literacy and numeracy, which raises the children's performance in these areas and prepares them for the National Curriculum well. However, the curriculum lacks balance in that too few opportunities for the children's creative and physical development are planned.
27. The pupils have equal access to the curriculum. The teachers' lesson plans take account of the differing abilities of groups of pupils, with activities generally matched to their needs. In Key Stage 2, the pupils work in sets in mathematics and science for most of their lessons and this enables the teachers to target their teaching effectively. This represents a satisfactory improvement since the previous inspection which judged that the planning did not take sufficient account of the higher-attaining pupils. The school's register of pupils with special educational needs is compiled carefully in accordance with the recommendations set out in the Code of Practice.
28. Schemes of work and policies are in place for all subjects, including religious education. Teachers plan their work together in year groups and in key stages, in order to ensure continuity and progression. However, in information technology there are deficiencies in planning and the progressive development of essential skills is not ensured. The teachers make good links between other subjects in their planning. Subject co-ordinators are involved in the monitoring of their subjects at the end of each topic to identify strengths and weaknesses and to ensure continuity and progression of learning. Homework is used effectively to support learning, particularly in mathematics where pupils are provided with a range of stimulating activities on a weekly basis.
29. There is very little provision for extra-curricular activities. A limited range of sporting opportunities is provided but these depend on the pupils' ability to pay. There are very few opportunities for pupils to participate in musical or other cultural activities, although there are plans for the choir to be reformed later in the term. There are no extra-curricular clubs for younger pupils. A number of visitors attend the school to help to enrich the curriculum and teachers arrange visits to museums, nature reserves, and other places of interest to support learning. The school offers older pupils the opportunity to participate in a residential visit in order to broaden their horizons.
30. A key issue in the previous inspection report required the school to 'accelerate the development of assessment policy and practice throughout the school.' The school has improved its systems for assessing pupils' attainments and the way in which the information is used to help teachers plan their lessons. Whilst the procedures the school employs for assessing the pupils' progress are now satisfactory, weaknesses remain in the assessment of the pupils' writing. Assessment requirements at the end of both key stages are fully met and the school has started to administer the optional national tests. The school analyses the results of these assessments and is developing a system of target setting for individual pupils and year groups, to provide a focus for improvement. Teachers use the information gained from various assessments appropriately in organising ability groups in mathematics and science throughout the school.
31. The school has clear baseline procedures to assess the abilities of the children on entry to the school. A programme of regular assessments provides teachers with standardised information about what their pupils can do compared with other pupils nationally, as well as a clear idea about how successful their teaching has been as the pupils move through the school. The progress of individual pupils in reading and mathematics is monitored and records are kept. The co-ordinator recognises the need to simplify the procedures so that

effective use can be made of the information gathered on each child. The procedures for identifying pupils with special educational needs are good.

Pupils' spiritual, moral, social and cultural development

32. The provision for the pupils' spiritual development is satisfactory. This represents an improvement since the last inspection. Assemblies are led by members of staff and the headteacher, and provide pupils with the opportunity to consider a range of issues related to their lives such as thoughtfulness and sharing. In class the pupils are given the opportunity to reflect on their own lives when considering Buddhist meditation, and when a candle is lit they record that it 'makes me feel refreshed and calm as if I have a new start'. Pupils were observed in a dance lesson, linking their own emotions to those expressed by Jesus when he saw the way the Temple was being abused.
33. There is good provision for the pupils' moral and social education. The pupils are taught to distinguish right from wrong and their behaviour in and around school reflects this. They are encouraged at all times to be kind and considerate to other people. The pupils are rewarded for their good behaviour, kindness to others and for working hard. The school's behaviour policy is having a positive effect. The pupils are given responsibility for a range of tasks around school and these include acting as monitors, answering the telephone as necessary, helping younger pupils in the dining room, collecting litter and assisting with the school bank. Older pupils write, edit and produce the 'Pegasus News'. The pupils are given the opportunity to support a number of charities, to provide harvest gifts for the elderly and to participate in the local citizenship events by supporting the mayor's appeal with bring and buy sales and cake stalls. Inspection findings do not support the views of a minority of parents who indicated that the school's values and attitudes do not have a positive effect on their child.
34. There is satisfactory provision for the pupils' cultural development. The pupils are involved in the annual Arts Week and are able to see and listen to musicians and actors. At Castle Hall gardens they re-enact a Victorian school outing, and maypole dance at a Victorian day at Castle Bromwich Hall. They visit local museums to study Egypt and Homes and provide a display of flowers based on the theme of St Francis for the local flower festival. The pupils' awareness of other cultures is raised through art, history and religious education. Pupils have produced, for example, Greek masks, have written messages of goodwill in Chinese for the country's New Year celebrations and have studied the dress codes of other races and religions.

Support, guidance and pupils' welfare

35. The school provides good support and guidance for the pupils. The staff know the pupils very well and relationships between staff and pupils are good. This is reflected in the way that pupils conduct themselves in and around the school. The school provides a safe and secure environment. The good support and guidance provided by the school makes a considerable contribution to the pupils' self-esteem and well-being and to their progress in the school.
36. The provision for pupils with special educational needs is satisfactory and the co-ordinators provide appropriate support for colleagues and effective management. The role is shared to enable one member of staff to attend to the initial identification of pupils with special educational needs and the implementation of the individual education plans. There are appropriate arrangements for those pupils who require support from outside agencies. The pupils with Statements of Special Educational Need receive appropriate support.
37. The school has good strategies and procedures for monitoring and promoting discipline and good behaviour. The school's procedures for monitoring the pupils' academic progress and personal development are satisfactory. Monitoring and promoting discipline and good behaviour is efficiently undertaken and this is reflected in the good behaviour of the pupils in the school. The school's procedures for monitoring attendance are satisfactory and the school works hard to promote good attendance through an awards system.
38. Child protection procedures are effective and are sensitively handled. Staff have good awareness and there is

close liaison with outside agencies. Health and safety procedures are comprehensive and are efficiently applied and all statutory requirements are met. Accident procedures are effective and two members of staff have appropriate first aid qualifications.

Partnership with parents and the community

39. Although, overall, partnership with parents and the community is satisfactory, a significant minority of parents feel that the school does not enable them to understand its work, keep them informed of their child's progress or encourage them to be involved in the school.
40. The school provides parents with an informative prospectus, a detailed annual report from the governors and regular newsletters and letters. The pupils' annual reports are detailed but do not include targets for pupils. The school does not, however, do all it could to help parents to understand the work their child is doing by, for example, informing them about topics being covered by their children. The school has not held a meeting to explain the Literacy Hour to parents. A meeting to discuss the Numeracy Strategy is scheduled for this term. The parents have the opportunity to discuss their child's progress with the class teacher each term.
41. There is an active Parent Teacher Association which organises several events each year and raises funds to subsidise educational trips and provide equipment and learning resources. A good number of parents help in the school as classroom helpers and with swimming and make a valuable contribution to pupil's learning.
42. The school works hard to build links with the local community. Links with local schools are good and are particularly good with the nearby comprehensive school. Transition arrangements are greatly enhanced as a result of this. Within the community wing of the school building there is a pre-school Playgroup and Day Nursery. Liaison with both of these is good. There are close links with the church. A good range of educational visits is arranged in the community and contribute positively to the pupils' learning. Further links with the Housing Action Trust and a car manufacturer and other local industries have helped the school to provide better facilities for the pupils and promote their attainment.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

43. The headteacher provides strong and effective leadership. She has established a very clear educational direction for the school and has put in place good strategies for moving the school forward and raising standards. The headteacher is supported by an able acting deputy head who sets a good example in her teaching. Effective support is provided for teaching and curriculum development. The school has set realistic targets for improvement. The governing body has undergone several changes recently but demonstrate a commitment to supporting the work of the school. Governors' committees enable the governors to perform their duties effectively. They have a clear view of the school's priorities and the ways in which these will be achieved. The school's development planning is effective and focuses on raising standards and improving teaching and learning. The staff and governors evaluate progress towards the targets set. The review of practice and its impact on the quality of education provided and standards achieved is evident in the school's work.
44. The school has responded well to most of the issues raised in the previous report. The good rate of progress is seen in improved standards in the core subjects. The procedures for the assessment and recording of pupils' progress have been improved, although progress in the assessment of writing has been slower. The headteacher has observed teaching and provided feedback to improve the pace and challenge in lessons. The school now gives appropriate emphasis to the pupils' spiritual development. There is an improved range of activities planned in design and technology. Progress in raising standards in information technology has been more fitful and whilst resources have been built up there is still work to be done in raising the pupils' attainment.
45. Much work has been undertaken to develop the roles of the curriculum co-ordinators. They check teachers'

planning, provide advice and support for colleagues and contribute action plans to the school development plan. The co-ordinator for mathematics, particularly, has a secure view of provision and practice across the school and this has a positive impact on the standards achieved by the pupils. The management of special educational needs is satisfactory and the work of the support assistants is well co-ordinated.

46. The school has a good ethos. The school's aims are reflected in its work and its policies are implemented consistently, but these are not yet effectively communicated to the parents. The staff work well together as a team and face the challenge of implementing initiatives with enthusiasm and commitment.

Staffing, accommodation and learning resources

47. The school has a sufficient number of teachers with an appropriate range of qualifications and experience. The teachers are well supported by a satisfactory number of support assistants. Staff development is planned effectively in accordance with the priorities of the school development plan and the outcomes are supported by relevant training.
48. The school buildings are large and spacious and provide plenty of room to house the infants and juniors. There are large outside play areas. The facilities for the playgroups are very good but are too far away for the children under five to use except at playtime. The junior playground is large but bleak; it is due to be upgraded very soon with a range of activities and protected areas. The caretaker and cleaning staff do a good job in keeping the extensive premises clean and in good condition.
49. Learning resources are satisfactory overall for most areas of the curriculum. Resources for information technology are satisfactory and are still improving. The children under-five have little outdoor play equipment such as wheeled vehicles and equipment for climbing. The resources for role play are uninviting and in poor condition. These shortcomings have a negative impact on the creative and physical development of the children. There are good collections of books in classrooms but the library stock is sparse.

The efficiency of the school

50. The management and control of the school's finances are satisfactory. The headteacher prepares the initial budget in consultation with the local authority. The governing body then ratify the budget. The headteacher has a clear view of the school's priorities and in the last two years has successfully turned a large forecast deficit into a forecast balanced budget. The school development plan, whilst indicating some financial implications, has few firm costings. This does not allow the governors to evaluate the cost effectiveness of spending.
51. The school uses its staff, accommodation and resources well. Funding from the local authority for pupils with special educational needs is used well enabling those pupils to make good progress. The accommodation is used effectively. Overall, resources are used appropriately to support teaching and learning, but more use could be made of computers.
52. The quality of the day-to-day administration is good. The administrative assistant manages the budget effectively, following procedures set out by the local authority. She manages day-to-day finances efficiently and clear procedures are in place for dealing with orders and invoices. Since the last inspection there has been no internal audit of the school by the local authority.
53. Based on the quality of education provided, the standards attained by the pupils, the level of funding, and the effectiveness with which staffing, accommodation and learning resources are used, the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

54. The children are admitted to the Reception class at the beginning of the school year in which they are five years old. Of the twenty-five children in the class at the time of the inspection, one had reached five years of age. The children's attainment on entry is well below that normally expected for their age in all of the areas of learning. This is reflected in the baseline assessment. Their vocabulary is very limited and most are reticent in conversation. By the time they are five, few of the children are likely to achieve the Desirable Learning Outcomes.

Personal and social development

55. The children make very good progress in this area. The calm environment and simple rules of the classroom help them to settle quickly. Some children are interested and eager to answer the teacher's questions but a significant number find listening difficult and have a limited vocabulary. Most of the children can concentrate for only short periods. The children usually share things well but are not yet able to work effectively with partners or in larger groups. The teaching in this area of learning is good and sensible routines are established. The teacher and classroom assistant are sensitive to individual needs and have consistent expectations of behaviour. However, the resources and accommodation constrain the opportunities for the children to initiate their own activities and this limits their progress towards independent learning.

Language and literacy

56. The children make good progress in this area of learning. They listen to their teacher for an increasing length of time but some have a short attention span. Their ability to respond is limited by their experience and vocabulary. For example, they find it difficult to explain what makes them happy or sad. Children respond to the reading of stories and singing of rhymes, but do not always join in. They enjoy role play, for example in laying a table for a meal, but the resources are limited and do not promote sustained play. Children turn the pages of books, enjoy the pictures and most understand that print reads from left to right. Few of the children can write their own name, although some recognise the first letter. Most children are able to convey meaning by drawing pictures. Teaching in this area of learning is good and reading activities are well organised. The teacher and classroom assistant take every opportunity to develop the children's vocabulary. The writing area lacks stimulation; it is too small and does not encourage the children to engage with the materials.

Mathematics

57. The children make good progress. The children use some mathematical language but their ability with this is limited. For example, they know 'more' but most remain uncertain about 'less'. The majority of children are unable to reliably produce work showing one more or one less than a given number. The children's experience with repeating patterns is limited and not all children can name colours. Although some children can recite numbers to five, most cannot write the numerals. Children can match plates, mugs and cutlery but are unable to count objects because they do not reliably match the spoken number to the object. Teaching in this area is good overall and there is a clear emphasis on number. There is, however, no opportunity to play with water or sand on a regular basis and this limits the children's experience of comparison and measurement.

Knowledge and understanding of the world

58. The children are interested and eager to learn about their world and they make satisfactory progress in this area. They understand that everyone has a birthday and that this is celebrated as a special occasion. In comparing objects or pictures they find it difficult to give reasons or descriptions of differences. Most children are reticent at explaining why things happen in the natural world. They are familiar with construction apparatus such as building blocks and play dough but their work is largely exploration with little explanation of what makes it happen. A few children have a satisfactory level of skill on the computer keyboard and create sequences of movements to order. Teaching is good and carefully planned to extend the children's first hand experience. The strong points are the teacher's subject knowledge and good organisation related to the age of the children. Though much effort is put into setting out the classroom, the lack of space and resources limits what is on offer.

Creative development

59. Most children make unsatisfactory progress in this area. The cramped accommodation and lack of resources limits the children's progress in this area of development. The resources for the children to explore sounds in music-making and engage in imaginative play are very limited. The children can explore colour by printing with paints and they observe what happens when colours mix. Some have good observational powers and notice details. Their imaginative response, however, is limited by their experience and short concentration span. Children can use the range of creative tools given, but the level of competence is low. The teacher's planning is weaker in this area. The children do not have sufficient opportunities to develop and explore their own ideas.

Physical development

60. The children make satisfactory progress in some aspects of this area of learning. However, there is no outdoor play area or equipment to allow strong movements, wheeled toy riding, imaginative role-play or large building block work to take place. The children are initially overwhelmed by the space in the hall during music and movement lessons but most quickly learn to take care to avoid others. They are able to perform simple movements but are limited in their repertoire. Lessons in the hall are well planned and the children are developing a rhythmic response to music. They learn to move around the school and classroom in a controlled way. Manipulative skills, seen in modelling with the playdough and using pencils and other tools, are under-developed. The children enjoy physical activity and respond enthusiastically. The teacher uses action rhymes and movement within the literacy and numeracy times effectively to break up the sessions for this age group.

ENGLISH, MATHEMATICS AND SCIENCE

English

61. The results of the 1998 tests for seven year olds indicate that the performance of the pupils in reading is below the national average but in line with that seen in similar schools. Their performance in writing is well below the national average and below that in similar schools. The results of the 1999 tests are similar to the previous year. The results of the national tests in 1998 indicate that the performance of the pupils at age eleven in English is below the national average but above that seen in similar schools. The 1999 test results are broadly similar.
62. Inspection evidence supports the view that the pupils' attainment in reading is broadly average by the end of both key stages but their attainment in writing is below average. Attainment in listening reaches an average standard by the time they leave the school, but very few of the pupils reach an average standard in speaking.
63. The pupils in Key Stage 1 use a limited vocabulary and most find it difficult to express their ideas or opinions in any detail. They answer direct questions from the teacher but do not readily engage in conversation. Their listening skills are better and most pupils listen well to the teacher. Younger pupils have a very short attention span. Both listening and speaking improve at Key Stage 2, but the pupils' attainment in speaking remains below that expected for their age by the time they leave the school. Higher attaining pupils can support their views in discussion and talk animatedly about their work, but the majority of pupils use short sentences or phrases and require prompting to express themselves more fully.
64. The pupils in Key Stage 1 make good progress in reading. The pupils learn the sounds of initial letters and blend sounds. They use their knowledge of phonics and the context of the story effectively to read unknown words. The pupils approach text confidently. Younger Key Stage 1 pupils use the contents page and index to locate information in books. Older pupils take account of the punctuation and many use good expression when reading aloud. They use alphabetical order to locate information. The pupils at Key Stage 2 make good progress in reading. Younger pupils begin to identify how the use of language creates the atmosphere in a story or play. They explain how a character is built up through the use of adjectives and can offer alternatives. Older pupils discuss different types of stories and express preferences. The pupils can locate and use reference material effectively to support their work in history. Year 6 pupils effectively skim text to pick out the essential points

and recognise the main characters and events in a broad range of texts.

65. The pupils in the Reception and Year 1 classes learn to form letters and can spell a few common words. They use word books as an aid for spelling and refer to these when they write independently. Year 1 pupils write a sentence to explain what they like about a friend. The pupils make satisfactory progress overall, but some pupils do not form letters correctly. Most Year 2 pupils use capital letters and full stops accurately. They recognise paragraphs and explain their use as 'when you are saying something different.' The Year 2 pupils write short poems and prayers, instructions, letters and label diagrams in science. The majority of pupils write a short sequence of sentences that describe an event such as their favourite day out, or start a story, but few write extended pieces that develop an idea. The pupils in Key Stage 2 make satisfactory progress in organising their writing for specific purposes. Year 3 and 4 pupils, for example, write letters and compile questions to guide their research for information in history. They use punctuation accurately. The pupils in Years 5 and 6 use more formal language in writing letters and narrative accounts but they find it difficult to express their ideas at any length. Year 5 and 6 pupils make notes when they undertake personal research. Their spelling is generally accurate and they know how to punctuate speech. These pupils, however, rarely use grammatically complex sentences or sustain and develop their ideas. The scope and quality of their vocabulary and ideas are limited.
66. The pupils are keen to read aloud and do so confidently in front of the class or group. Most pupils are eager to contribute to discussions and listen to the contributions of others. Their motivation often drops when faced with written work and a slower rate of work is evident. The presentation of work is usually neat and well organised.
67. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2, with some good features. Lessons are planned to reflect the Literacy Strategy and are mainly well organised and resourced. The learning objectives are usually made clear to the pupils. All teachers provide good opportunities for discussion and extend the pupils' vocabulary through their own use of language. The teachers generally choose suitable texts and use questions well to extend the pupils' thinking. The teachers read aloud in a lively and expressive manner that sets a good example for the pupils. The group reading sessions effectively extend the pupils' understanding and skills. The plenary session is often well used to assess learning. In less successful lessons, the work is not well matched to the pupils' capability, particularly in writing, and so the pupils do not complete the task. There are weaknesses in the teachers' planning to develop the pupils' writing throughout the school. The teachers are not always clear about the skills that will be learned in the whole class sessions or practised in the independent or group activities. The teachers' day-to-day assessment of writing is not well used to set targets for improvement. Classroom assistants provide good support for the pupils' learning.
68. The co-ordinator checks the teachers' planning and provides some effective feedback to colleagues. Progress in developing a whole school approach to the assessment of writing and recording of the evaluation of pupils' progress in reading has been more disjointed. There is some good individual practice but the usefulness of teachers' assessments is diminished by a lack of co-ordination between the key stages and year groups.

Mathematics

69. In the 1998 tests for seven-year-olds, the number of pupils who attained the nationally required standard was well below average. The number of pupils exceeding this and reaching the higher level (Level 3) was well below average. Overall attainment therefore was well below the national average and well below average when compared with other schools of this type. There is evidence of a steady decline in the pupils' performance in the national tests since 1996. This reflects the fall in attainment on entry as indicated in the baseline assessment for these years.
70. The attainment of the pupils at the end of Key Stage 2, shows a dramatic improvement since 1996 with the number of pupils attaining Level 4 in 1998 being close to the national average. The number attaining the higher level (Level 5) was well above the national average. In comparison with the performance of pupils from similar schools, the pupils had attainments which were well above average. This represents a significant achievement for the school.
71. Inspection findings show that at the end of Key Stage 1, the majority of pupils attain standards which are

below average, although a significant minority have skills in the use of number which are appropriate for their age. By the end of Key Stage 2, there is evidence of a major improvement. A greater number of pupils attain the expected level, and overall attainment is broadly in line with the national average.

72. The school has been involved as a pilot school for the national Numeracy Strategy, and this has had a positive effect on standards in mathematics. Apart from cohort differences in Key Stage 1, there has been a significant improvement in standards overall and the school is now in a very strong position to achieve further improvements. The Numeracy Strategy is well understood by the staff who use it effectively to provide a framework for the teaching of mathematics. Lessons begin with a short mental arithmetic session and end with a structured plenary, which enables the teachers to assess what the pupils have learned. The numeracy sessions are effective and have a positive effect on raising standards. However, the school makes little use of information and communication technology to raise standards. The co-ordinator recognises that this is an important area for development.
73. In Key Stage 1, the youngest pupils count accurately up to 20 in group sessions. They learn the vocabulary of time, such as 'before' and 'o'clock' but many have difficulty in sequencing events. By the time they are seven, many pupils are confident in adding and subtracting numbers to 20 and above. They can count up to 100 and understand the difference between odd and even numbers. The majority of pupils are familiar with mathematical language of weight such as 'heavier and lighter than'. The pupils can recognise and identify basic regular two- and three-dimensional shapes such as circle and cube. The more able pupils recognise symmetrical shapes in every day life and know that shapes can have more than one line of symmetry.
74. In Key Stage 2, the majority of pupils have satisfactory skills in numeracy. Their mathematical reasoning develops well. Pupils confidently deal with numbers up to 1000, and place these numbers accurately in sequence. They know and use number facts, such as times tables, in their written and mental work. Pupils use a range of computational methods such as addition, subtraction, multiplication and division to work out mathematical puzzles. However, they lose confidence in their ability when required to determine their own methods for solving problems. At the end of the key stage, most pupils have a secure understanding of place value and can calculate accurately with decimals and fractions. The more able pupils can collect and organise data and present their findings in a clear and well-structured manner. They look for patterns when trying out ideas and discuss their findings.
75. The pupils use mathematics satisfactorily in their work in other subjects. For example, they use calibrated scales in science, and dates and time lines in history. The more able pupils use positive and negative numbers when reading temperatures on a thermometer. They use accurate technical vocabulary such as 'vertices', 'axis' and 'co-ordinate'. Pupils plot co-ordinates and compile weather graphs in geography and measure accurately when making a pencil case in design and technology. The pupils demonstrate their knowledge of angles when completing curved-stitching patterns in art.
76. The pupils make good progress in both key stages. The careful use of assessment data to identify different ability groups and the use of the numeracy framework for teaching sustains the good overall progress made by the pupils. Teachers set clear learning objectives, and in Key Stage 2, the setting arrangements aid the progress of all ability groups, but particularly the higher-attainers. Pupils of below average attainment and those with special educational needs receive a suitable level of support and attention from teachers and support assistants. This enables them to make good progress towards the targets set for them. The pupils acquire new skills and consolidate skills learnt previously. They relate these to their current tasks. The pupils make satisfactory gains in their reasoning abilities and in their ability to give logical reasons for the problem-solving strategies they use. The rate of progress in number work is good.
77. The pupils' attitudes to their work in mathematics are good, with a significant minority of pupils showing sustained concentration and perseverance at both key stages. Pupils of all levels of attainment enjoy the challenge of their lessons. They participate enthusiastically in discussions and with a high degree of interest. The majority of pupils are well motivated to learn and demonstrate much determination to succeed with their work. Pupils have the confidence to ask for help when they need it. Behaviour in lessons is good. The pupils handle resources sensibly and, where necessary, work together in pairs. The majority persevere to complete work within set time limits, work purposefully and pay attention to accuracy. Standards of presentation are

satisfactory.

78. The quality of teaching is good in Key Stage 1 and is satisfactory in Key Stage 2, with some good features. In Key Stage 1, the good quality teaching enables the pupils to build a secure foundation in numeracy. In Key Stage 2, the co-ordinator sets a very good example in her teaching and sets high expectations of behaviour and attainment. All of the teachers are confident with the requirements of the numeracy hour and plan activities for pupils of all abilities, enabling them all to make progress. They ask good questions to ascertain pupils' prior knowledge and to check on understanding. They are able to inspire the pupils and are sensitive to the needs of the less able pupils who need extra time to work out mental calculations. They use mathematical games to good effect. In the small minority of lessons which are less successful, the pace is slow and opportunities are missed to reinforce teaching points. In most lessons, teachers use praise satisfactorily to reward achievement and this gives the pupils extra confidence. Teachers manage pupils well and deploy resources appropriately. In Key Stage 1, classroom assistants are well deployed to support the learning of groups of pupils. Homework is used well throughout the school.
79. The co-ordinator has worked hard to guide her colleagues during the successful trial period of the Numeracy Strategy, including devising action plans, organising working parties and planning in-service training. She has successfully monitored colleagues' planning in mathematics and analyses test results to set targets.

Science

80. The results of the 1998 National Curriculum Teacher Assessments for seven-year olds indicate that the percentage of pupils attaining both level 2 and level 3 is well below that which is expected nationally and below national expectations when compared to similar schools. Recent benchmark data and the results of the national end-of-key stage tests indicate that, by the end of Key Stage 2, the pupils' attainment is close to the national average for Level 4, though the percentage of pupils attaining the higher level (Level 5) is below the national average. When compared to similar schools the pupils' attainment is well above average. Over the three year period 1996-1998 the pupils' levels of attainment have risen consistently. Inspection evidence indicates that by the end of both key stages, the pupils' attainment is broadly in line with national averages and that they make satisfactory progress.
81. By the age of seven the pupils have a good range of scientific knowledge and begin to use this knowledge to investigate the world around them. They observe basic features of the materials in order to classify them. They identify such things as paper, wood, rubber, plastic, metal and textiles. They identify rough and smooth textures and recognise that you get a reflection when using a mirror. The pupils use their senses well to identify objects, for example, the smells of perfume and antiseptic and identify the flavours of different crisps through taste. They know about plant life and the requirements for a plant to survive and the parts of plants. They make simple electrical circuits and complete them to make a bulb light. By the end of Key Stage 2, the pupils experiment with forces to identify which of a series of balls is best for bouncing. They give details of their experiment, record results carefully and draw appropriate conclusions from the results. The pupils know about magnets and how like poles repel and unlike poles attract. They clearly explain how magnetic fields are formed. The pupils study the body and identify organs such as the heart, kidneys, ears, bladder and intestines. They know the functions of these organs. The pupils are aware of the need for scientific tests to be fair and experiment with a variety of solutions to try to identify sugar from a range of white powders. They make sure that the same amount of water and powder are mixed together to make the test as fair as possible. In Year 6 the pupils study micro-organisms and realise that they are the cause of rot and decay in food. They make careful observations and link their work to previous learning about Louis Pasteur and the pasteurisation process.
82. The pupils, including those with special educational needs, make good progress at both key stages. At Key Stage 1 they develop a greater understanding of the world around them. They have increased awareness of their senses and use them to discover details of their environment, identifying tastes, smells and sounds with a greater degree of accuracy. In Key Stage 2 the pupils gain a greater understanding of the properties of materials and identify which may or may not be soluble in water. When conducting experiments they extend their scientific vocabulary and apply it appropriately to their work. Towards the end of the key stage the

pupils use their well developed observational skills when studying rot and decay and gain new knowledge and understanding through discussion about the differences between man-made and natural foods.

83. The pupils' response to their work is good overall. At Key Stage 1, pupils sit quietly in groups, listen to others' contributions to discussion and contribute well themselves. When identifying objects using their senses, they move about the classroom sensibly between activities. At Key Stage 2 most pupils are well behaved though in several classes there is an undercurrent of noise during lessons. They take care when drawing and labelling diagrams, discussing their work sensibly with each other and with their teachers. Older pupils, when writing up their experiments, concentrate well and produce neat, carefully presented work.
84. The quality of teaching is satisfactory overall, with some good features. The higher quality teaching occurs when the teachers' planning ensures a well organised learning experience. They use questions well to develop learning and use support staff and parent helpers well to enhance the pupils' experiences. In better quality lessons the teachers have well prepared and appropriate resources. They manage the pupils' behaviour well and give good opportunities to the pupils to make their own decisions about the experiments they conduct. Most lessons have an appropriate pace, good relationships exist between the pupils, and resources and time are used effectively. In less successful lessons, the pupils sit too long during explanations, the pace of lessons is slow.
85. The school has made good progress in addressing the weaknesses identified in the report of the last inspection. Standards are now consistent throughout the school and the pupils make good progress. The pupils have regular opportunities for experimentation and use these effectively for scientific observation. The subject co-ordinator is absent from school on long-term sick leave and the headteacher has taken responsibility for the subject. The policy and scheme of work are identified for review and the school is already working with a new scheme. The local authority has worked closely with the school to develop the subject. An audit has been undertaken, areas of weakness identified and action plans for development have been formulated.

OTHER SUBJECTS OR COURSES

Information technology

86. It was possible to observe the subject being taught on only very few occasions, either as part of other lessons or with a small group of pupils. Scrutiny of the pupils' work, teachers' planning and discussion with teachers and pupils indicate that the pupils' attainment is below that expected nationally by the end of both key stages. Since the last inspection limited progress has been made to develop the subject. Standards remain low; the progress made by the pupils is slow; the teachers' planning fails to identify sufficient time and opportunities for the pupils to use computers and other technology. The development of the new scheme of work and investment in hardware indicates that the school is beginning to make progress in addressing some of the weaknesses identified in the previous inspection.
87. By the end of Key Stage 1, the pupils word process their work. They are afforded few other opportunities to work on computers and evidence from the pupils' work indicates little development of skills and understanding. By the end of Key Stage 2 the pupils have had little experience of word processing and using the hardware and software. They move the cursor using only the arrow keys, finding difficulty in using the mouse effectively. Few understand the principles of cut and paste though they highlight and drag text around the screen when editing their work. The pupils have limited knowledge for operating the keyboard, using the 'caps lock' key, for example, for single upper-case letters, rather than the 'shift' key. During the inspection there was no evidence of the modelling and control elements of the subject taking place. The pupils' records of attainment for the subject indicate that they have no experience of these elements.
88. The pupils make unsatisfactory progress. There is no progressive development of skills and the pupils have too few opportunities to use computers to support their learning in other subjects.
89. The pupils are enthusiastic and are keen to work with computers and develop their skills when given the

opportunity. They work well collaboratively and take turns fairly. They enjoy talking about their work and explain what they are doing with enthusiasm.

90. During the inspection there was insufficient evidence available to make a secure judgement on the quality of the teaching. The teachers, however, fail to use information technology to support the pupils' learning in other lessons. In many classes the computers are turned on but are not in use at all throughout the day. There is little evidence in the teachers' planning that information technology is used in their lessons or taught as a discrete subject. In the very small amount of teaching observed with a small group of pupils, the quality of teaching was good. The pupils were effectively taught the skills needed for editing a portion of text. The teacher maintained a good balance between intervention and allowing the pupils to discover for themselves. Clear explanations of the techniques involved were given.
91. There is a recently developed scheme of work for the subject. This has been formulated by the co-ordinator with support from the local authority advisory team. This is a good document for developing the pupils' skills in all aspects of the subject. The action plan for the year 1999-2000 indicates that the development of information and communication technology is a priority. There are computers in each classroom. The provision of software is less effective, with only basic programs and a limited range of CD-ROMS.

Religious education

92. Attainment is in line with the expectations of the Locally Agreed Syllabus and the pupils, including those with special educational needs, make satisfactory progress throughout the school.
93. The Key Stage 1 pupils have an awareness of special occasions and special people in different religions, and know that a celebration is something to be happy about. They describe a range of religious celebrations and are able to re-tell the story of the foolish bridesmaids. They know that the Bible is a special book for Christians and the Qu'ran is equally important to Muslims. They are developing an awareness of the stories and events that are important to them and their families. They know that it is everyone's responsibility to look after the world.
94. In Key Stage 2 the pupils have a good knowledge of the Ten Commandments and are able to relate these to the world today. They discuss the behaviour they want and don't want to see and the need for all communities to have rules because if they didn't 'then everywhere would be horrible'. They know that the Bible is a library of books and have a satisfactory knowledge of some of the stories from the old and new testaments. They are aware that the many different religions use a variety of terms to describe God. The pupils are able to discuss the importance of special meals and the value of sharing, as in the story of the five loaves and two fishes. They know that the twelve apostles were Jesus' best friends but when writing the 'Diary of a Disciple' they recall, as Judas during the Last Supper, that 'I had a horribly heavy feeling in my stomach'. Pupils relate that at Christian services the Bible is read to remind people of the life and teachings of Jesus and the struggles that the early Christians had to face. When discussing special journeys they know that Muslims must try to make a journey to Mecca once in their life. They write sensitively about the journey some people make to Lourdes.
95. The pupils' attitudes to learning are generally good. They listen carefully during stories and are eager to contribute to discussions. In Key Stage 1 the pupils think carefully about the stories they hear and respond eagerly and sensibly to the discussion that follows. In Key Stage 2 pupils think carefully about others and discuss issues that affect them and the world generally in a thoughtful manner.
96. Teaching is satisfactory overall. The teachers plan their lessons in line with the Agreed Syllabus and make good use of their own knowledge and the pupils' own experiences. In the good lessons observed the teachers' use of questions drew out further information and opinions from the pupils and increased their sense of moral values.

Art

97. No lessons were observed during the inspection. Evidence is drawn from the scrutiny of the pupils' previous work and teachers' planning and discussions with pupils. In both key stages, most pupils, including those with special educational needs make satisfactory progress. They observe and record from first hand experience and use the skills they have learned in imaginative work. The pupils attain appropriate standards for their age at both key stages.
98. The pupils work with an appropriate range of media and learn a variety of techniques and extend their skills as they become older. Key Stage 1 pupils create clay tiles impressed with patterns to form flowers and use printing techniques to create compositions based on Van Gogh's 'Sunflowers'. They paint portraits that show an appropriate control of brushwork and colour mixing.
99. Younger Key Stage 2 pupils paint masks of Chinese style dragons and print patterns in which the image is repeated and rotated. Older pupils work in water colour, pastel and paint. Much of the work is connected to topic work. Pupils create portraits of the Tudors and pay good attention to the detail in clothing and jewellery. The pupils' limited language skills inhibit their ability to express opinions about artists' work and explain how they have developed an idea or evaluated the final piece. Some of the older pupils' work reaches a good standard and they are encouraged to experiment with mixed media and use a variety of tools.
100. From discussions with pupils it is evident that they enjoy the work. Older pupils recall past work with pleasure. They are beginning to appreciate the problems inherent in working with watercolours and joining parts in collage work and can suggest ways to overcome the difficulties encountered.

Design and technology

101. Pupils make steady progress and the standard of their work is satisfactory for their age. The planning of design and technology often links with work in other subjects. In Year 1 pupils make puppets following the visit of a puppeteer. In Year 2 the pupils were observed considering the gloves and mittens that would be suitable for snowballing. They are able to make reasoned guesses when identifying the materials used, accurately design a glove, thread needles and tie knots.
102. In Year 4 pupils evaluate a range of commercial tomato soups for smell, taste look and consistency, as they plan to make their own 'soup for the troops' to link with their history work, and record their findings accurately. At the end of the key stage pupils are able to use their more sophisticated skills to design with considerable detail a lifting device to load and unload a Tudor ship. They make good use of a range of technical terms such as pulley, axle and jib and consider thoughtfully the best materials to use. They design and make a suitable pencil case for use at secondary school, and attractive Tudor house models following a visit to Blakesley Hall. Pupils have been involved in the plans for the improved Key Stage 2 playground area, and have made thoughtful suggestions for its development.
103. Teaching was good in the one lesson observed in Key Stage 1 and satisfactory in Key Stage 2. The teachers have good subject knowledge, organise the activities well and are enthusiastic. The pupils respond positively and enjoy the subject, but in some of the lessons observed the time allocated for the group design activities was too long and some pupils became bored and rather noisy.

Geography

104. No lessons were observed during the inspection but from the evidence available and discussions with pupils, the pupils' work does not reach the standards expected for their age.
105. The subject is timetabled but has received insufficient attention to make it a worthwhile experience. Pupils' progress in the subject is constrained by the lack of time being given to in-depth study, and the over-use of worksheets requiring little evaluative or extended writing. The pupils' progress in the subject is, therefore, unsatisfactory.

106. There is little written work in Key Stage 1. The pupils study the locality and name shops and important buildings on a map, and label countries of the United Kingdom on an outline map. They know that 'the new bendy buses go along the dual carriageway'. They visit a farm, enjoy talking about their experiences and record that they liked feeding the hens and watching the cows being milked. The pupils know, and have met, the people who help them in the community such as the policeman and the postman. They visit a nearby community and are able to compare it with their own environment.
107. Pupils in Key Stage 2 are able to identify the major cities and towns of the United Kingdom and record them along with rivers on a map, and identify places on a treasure map using co-ordinates. In Year 6 the pupils visit a residential field centre and study a range of environmental and physical issues. They answer the question 'Why do we need a river?' by studying land use along side it, and participate in orienteering. They study a tourist area and are able to understand why there are so many shops in Woodstock when the population is so small. Although this visit is socially worthwhile there is little evidence of detailed recording, an over emphasis on the use of worksheets and a lack of development in the work.
108. The co-ordinator is aware that the subject has received scant attention over the past year and plans are in hand to address this during the current year.

History

109. Only three lessons were observed during the inspection, two in Key Stage 2 and one in Key Stage 1. However, it is clear from the lessons observed and from scrutiny of work that the pupils, including those with special educational needs, make satisfactory progress.
110. By the end of Key Stage 1 pupils are able to compare life today with that of their ancestors through their study of households and schools. They discuss the differences between radiators and stoves, and slates and computers. Pupils talk confidently about their own short history and are developing an understanding of their family trees. They appreciate what it was like to be a slave in Ancient Greece and are able to compare our clothes with those worn by the people of Greece at that time.
111. The pupils in Years 3 and 4 know that the Romans came to Britain because they wanted to make their empire bigger but 'the weather put them off'. They can explain why the Romans built straight roads and how their towns were laid out like chessboards. They are able to empathise with Victorian working children who were treated cruelly and hated going to work, and with children during the Second World War who were up all night 'worrying in case they were bombed'. At the end of the key stage pupils are able to discuss the problems brought about by the Industrial Revolution and the reasons why the Spanish Armada failed. They have an understanding of the reasons behind the Wars of the Roses and produce a newspaper featuring contemporary interviews suggesting that Henry Tudor would never have killed Richard if 'he didn't have to'. They express thoughtful views as to why it is impossible for them to judge Henry VIII as they do not really know his personality, and what skills are needed to be a good monarch.
112. The pupils have good attitudes to their learning. They listen carefully to the lessons and are eager to participate in group discussions by offering suggestions and, particularly, their opinions!
113. The quality of teaching is satisfactory overall with some good teaching observed in Key Stage 1. Teachers display good subject knowledge and an enthusiasm for the subject. They use appropriate questioning skills to establish the pupils' understanding and to revise previous work. The marking of pupils' work occasionally lacks attention to detail and some untidy or unfinished work is accepted uncritically.

Music

114. There were no opportunities to observe lessons in Key Stage 1 and only three lessons were observed at Key Stage 2. In these lessons the pupils made satisfactory progress, although by the age of eleven the standard of

the pupils' work is unsatisfactory. Since the previous inspection, the school's emphasis on the subject has diminished.

115. The pupils sing well. In Key Stage 1, the pupils sing traditional playground songs and accompany them with appropriate actions and clear enjoyment. The pupils sing tunefully in assemblies and make good progress in learning the words to new hymns. In lower Key Stage 2, the pupils show a rudimentary knowledge of dynamics and can explain how to make sounds louder and softer. They demonstrate techniques for prolonging the duration of a sound when using percussion instruments but the pupils are uncertain about how to hold them correctly. They have great difficulty in naming common percussion instruments such as castanets, cymbals and maracas. A substantial minority of the older pupils are familiar with musical terms such as rhythm, beat and atmosphere but most of the pupils of this age have little understanding of musical terms and techniques. The most able respond well to the music of Aaron Copeland and use body parts to create a range of sounds, which they sequence to create the effect of dawn breaking. However, the majority find this work difficult and lack confidence in the use of notation.
116. The attitude of most pupils towards music is satisfactory. They handle instruments with care and are willing to co-operate in small groups, although they are easily distracted. Most pupils behave well and are keen to contribute to class discussions.
117. Although there is an admitted lack of expertise amongst the staff the co-ordinator has provided commercial schemes and materials to support her colleagues and the provision is satisfactory. In lessons, the teachers set clear learning objectives and manage the behaviour of the pupils satisfactorily. However, the pace and organisation of the lessons limit the pupils' progress. Teachers focus on one musical work each week in assemblies and draw pupils' attention to both the music and the composer. The school has a satisfactory range of percussion instruments to support the curriculum but there are no opportunities for specialist tuition or the playing of orchestral instruments. There are plans to reform the school choir but, currently, music makes little contribution to pupils' social, spiritual and cultural development.

Physical education

118. Pupils, including those with special educational needs, make satisfactory progress. At Key Stage 1 they develop appropriate skills in dance and games lessons. The pupils display good co-ordination in dance and make controlled movements at different speeds and levels. They learn how to use space more effectively when developing their dance movements. The pupils make good shapes when building up sequences of movements linked by hops, skips and when running. In games lessons the pupils develop soccer skills effectively. They follow instructions well when learning to control a football by trapping and passing. At Key Stage 2 the pupils continue to make satisfactory progress in all elements of the subject. They know the value of warming up before exercise, developing this through jogging and stretching exercises. They extend their learning in dance using a wide variety of movements to display emotions such as anger and fright. The pupils use symmetrical and asymmetrical patterns in their gymnastics lessons to develop sequences individually and in pairs. By the time they leave the school, most pupils have made sound progress in swimming lessons and meet the requirement to swim 25 metres, though many exceed this level.
119. The pupils enjoy physical education lessons. They are keen to develop their skills and they work hard to improve their performance. Most pupils behave well in lessons and they collaborate well in pairs and groups.
120. The quality of teaching overall is satisfactory. The teachers' planning identifies appropriate learning objectives and appropriate activities are incorporated for them to be achieved. Higher quality teaching occurs when the teachers have resources ready and they are used effectively. In a dance lesson, for example, the use of recorded music is used to good effect to develop emotion in movement. The small proportion of unsatisfactory teaching takes place when the pace of teaching is slow, the planning is brief with inadequately identified learning objectives and limited opportunities are given for the pupils to evaluate their performance.

PART C: INSPECTION DATA

121 SUMMARY OF INSPECTION EVIDENCE

- The inspection was undertaken by a team of five inspectors, with the number of inspector days totalling nineteen.
- Sixty lessons or parts of lessons were observed.
- The time inspectors spent in gathering evidence from lesson observations and discussions with pupils and staff totalled 84 hours.
- In addition, the work of 3 pupils in each year group from each class was scrutinised, along with pupils' records and reports.
- Discussions were held with pupils about their work and other activities.
- Inspectors heard 41 pupils read from their reading books as well as reading their work during lessons.
- Inspectors observed registration sessions, assemblies and other activities during the inspection week.
- The pupils were observed entering and leaving the school and in the dining hall at lunchtime.
- They were also observed on the playground at break and lunchtimes.
- Extra-curricular activities were observed.
- A range of documentation provided by the school, including curriculum planning and teachers' planning files was analysed.
- Discussions were held with the teaching staff and the support staff.
- Discussions were held with parents, the chair of governors and other members of the governing body.
- Twelve parents attended a meeting with the inspectors and gave their views about the school.
- Seventy-nine questionnaires were returned by parents and analysed.

122 DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	242	3	107	92

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)

10

Number of pupils per qualified teacher

24 : 1

Education support staff (YR - Y6)

Total number of education support staff

3.5

Total aggregate hours worked each week

109

Average class size:

27

Financial data

Financial year:

1998/99

	£
Total Income	488086
Total Expenditure	504388
Expenditure per pupil	2009
Balance brought forward from previous year	6794
Balance carried forward to next year	-9508

PARENTAL SURVEY

Number of questionnaires sent out:

242

Number of questionnaires returned:

79

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	14.1	61.5	7.7	14.1	2.6
I would find it easy to approach the school with questions or problems to do with my child(ren)	32.9	46.8	7.6	8.9	3.8
The school handles complaints from parents well	11.4	46.8	19.0	17.7	5.1
The school gives me a clear understanding of what is taught	9.0	47.4	17.9	17.9	7.7
The school keeps me well informed about my child(ren)'s progress	16.7	48.7	12.8	16.7	5.1
The school enables my child(ren) to achieve a good standard of work	22.8	51.9	15.2	7.6	2.5
The school encourages children to get involved in more than just their daily lessons	27.8	44.3	20.3	3.8	3.8
I am satisfied with the work that my child(ren) is/are expected to do at home	22.8	43.0	7.6	22.8	3.8
The school's values and attitudes have a positive effect on my child(ren)	19.2	46.2	16.7	15.4	2.6
The school achieves high standards of good behaviour	12.7	43.0	21.5	19.0	3.8
My child(ren) like(s) school	31.6	57.0	5.1	5.1	1.3