

INSPECTION REPORT

Featherstone Primary School

Erdington

LEA area: Birmingham

Unique Reference Number: 103318

Headteacher: Mr Tim Starkey

Reporting inspector: Mrs Susan Diver
23150

Dates of inspection: 1st – 4th November 1999

Under OFSTED contract number: 706670

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
Type of control:	County
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Glenville Drive Erdington Birmingham B23 6PR
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Anand Chandan
Date of previous inspection:	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Susan Diver, Rgl	Science Art Music Children under five	Attainment and progress Teaching Leadership and management
Len Shipman, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare
Julie Moore Colin Henderson	English Religious education History Special educational needs English as a second Mathematics Information technology Design and technology Geography Physical education Equal opportunities	Spiritual, moral, social and cultural development Staffing, accommodation and learning resources Curriculum and assessment Efficiency

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What the school does well

- Standards are high in mathematics and science at the end of Key Stage 2. Standards in English, mathematics and science have improved significantly since the previous inspection.
- The school provides a good environment for purposeful learning. The pupils' good attitudes, behaviour, personal development and their very good relationships make a strong contribution to their learning.
 - The overall quality of teaching is good and the pupils make generally good progress.
 - Good provision is made for the pupils who speak English as an additional language.
 - The school makes good provision for the pupils' moral, social and cultural development.
 - The partnership with the parents and the community is good.
 - The school employs a good number of appropriately qualified teachers and support staff.
 - Administration is very good and available funds are very carefully controlled.
 - The school provides good value for money.

Where the school has weaknesses

- I. There is insufficient monitoring and evaluation of the quality of teaching.
There are gaps in the current provision for the children under five.
- II. The governors do not have formal procedures to monitor and evaluate strategic development planning, teaching and learning. Nor do they formally evaluate whether their spending decisions are having a positive impact on standards and the pupils' progress.
- III. The school does not monitor its health and safety policy rigorously enough, nor properly record checks on safety and maintenance.

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 addressed most of the weaknesses pointed out in its previous inspection in 1996 and is better than it was. It has successfully raised standards, improved planning and the consistency of teaching in the non-core subjects. The governors make more use of assessment data than they did to monitor the progress being made by the school. The school has successfully implemented the National Literacy Strategy and the National Numeracy Strategy. It is focusing on improving writing and provides a programme of science revision for pupils in Year 6. These measures, together with more focused, direct teaching are raising standards at both key stages.

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
English	C	A
Mathematics	C	A
Science	B	A

Key	
<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

The information shows that at the end of Key Stage 2 standards reached by most pupils in English and mathematics were close to the national average and in science they were above. In all three subjects standards were well above the results of pupils with similar backgrounds.

Inspection findings show that the majority of children enter the school with lower than expected skills in all areas of learning. The results of assessments made when children start the reception class show that levels of attainment are broadly average in English and mathematics when compared with those expected for children under five in Birmingham. By the age of five most children are likely to achieve the expected levels in all areas of learning.

At the end of Key Stage 1 attainment is similar to the level expected nationally in English and information technology. In mathematics and science attainment is above expectations, but in writing it is below. In mathematics the standards the pupils reach in numeracy are well above expectations. The pupils' attainment in religious education is close to the expectations of the locally-agreed syllabus. Over the last three years the school has steadily raised standards in reading and mathematics, but standards have fallen in writing. The school's results in the 1999 tests and assessments show an improvement on those achieved in the previous year in reading and writing and a significant improvement in science and mathematics.

At the end of Key Stage 2 attainment is close to national expectations in English and information technology and above expectations in mathematics and science. In science attainment in investigative work is below expectations. This is because the pupils' skills are not developed step-by-step as they move through the school. In information technology pupils' attainment in communicating and handling information and storing and handling data is similar to expectations, but their skills in control technology are not so well developed. Attainment in religious education is close to the expectations of the locally agreed syllabus. Over the last three years the school has significantly raised standards in English, mathematics and science. The school's results in the 1999 tests show a continuing improvement in all three subjects. The school has maintained the standards found in the previous inspection at both key stages in art, design and technology, geography and history. Standards have improved in music. In physical education pupils' skills in planning and evaluating their work are improved, but not fully developed.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Sound	Sound
Mathematics	Good	Good	Sound
Science		Good	Good
Information technology		Insufficient evidence	Insufficient evidence
Religious education		Sound	Sound
Other subjects	Sound	Good	Sound

The overall quality of teaching is good. It is sound in four lessons out of ten, good in a further four out of ten lessons, very good in a little over one in ten lessons and occasionally excellent. It is unsatisfactory in just two lessons and poor in one. The school has improved the quality of teaching since the previous inspection when approximately 13 per cent of lessons were unsatisfactory. Now teaching is at least sound in over nine lessons out of ten.

The overall quality of teaching for the children under five is good. It is always at least sound, good in just over half of lessons and very good in a little over two out of ten lessons. This makes a positive impact on the progress made by the children. [H.M.1]The overall quality of teaching at Key Stage 1 is good. It is always at least sound, good in a little over four lessons out of ten, and very good in just over two out of ten lessons. At Key Stage 2 the overall quality of teaching is sound. It is sound in half of lessons, good in a little over three out of ten lessons and occasionally very good or excellent. The quality of teaching is unsatisfactory in a small number of lessons and poor in just one.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good overall. The majority of pupils are obedient, polite and respectful to one another and to adults.
Attendance	Very good. The rate of attendance has improved to over 95 per cent. Unauthorised absence is below the national average.
Ethos*	Good. The school is committed to high standards. The pupils are interested in their work, relationships are very good and this makes a positive impact on attainment.
Leadership and management	Sound overall. The headteacher gives good direction to the school's work, supported by the senior management team and staff. There is insufficient monitoring and evaluation of the quality of teaching and learning. The governing body is still not sufficiently involved in the management of the school.
Curriculum	Sound overall. The school has effectively implemented the National Literacy Strategy and National Numeracy Strategy. The curriculum for the children under five does not include outdoor play and there is not a good balance between activities directed by the teacher and those which the children choose for themselves. The school makes good provision for extra-curricular activities which include sport, drama and socialising. Good use is made of information from assessment to plan future work in English and mathematics. There is no formal recording of the progress of the children under five towards achieving the national learning outcomes.
Pupils with special educational needs	The school makes appropriate provision for the large number of pupils with special educational needs. They are well supported and make sound progress.
Spiritual, moral, social & cultural development	Good overall. The school makes good provision for the pupils' moral, social and cultural development. Provision for spiritual development is sound.
Staffing, resources and accommodation	Sound overall. There is a good number of teachers and support staff. Accommodation is generally adequate for the delivery of the curriculum. However, there is no safe outdoor play area for the children under five. There is a sound range of resources apart from a lack of wheeled toys and different sized apparatus for the children under five.
Value for money	The school gives good value for money.

* *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
IV. They are encouraged to play an active part in school life. V. The school is very approachable. VI. They are kept well informed about the progress made by their children and what they are being taught. VII. Their children achieve a good standard of work. VIII. The amount of homework their children are set. IX. The positive values and attitudes that the school promotes. X. Their children like school.	XI. No significant negative views.

Inspectors' judgements support parents' views. The school is welcoming and provides a sound quality of support and guidance. It has good links with parents and keeps them well informed about what is happening at school. There are occasional instances of inappropriate behaviour. Views of parents are based on the 10 per cent of parental questionnaires that were returned and on the views of the 11 parents who attended the pre-inspection meeting.

Key issues for action

In order to raise standards and enhance the present quality of the school's provision, the governors, headteacher and staff should:

improve the overall management of the school by:

ensuring that all co-ordinators monitor and evaluate the curriculum, teaching and learning in their subjects (paragraphs 97, 153, 164);

ensuring that governors are fully involved in development planning and rigorously monitoring and evaluating the work of the school (paragraphs 56, 100, 101, 107, 153, 164);

improve the current provision for the children under five by:

planning regular opportunities for safe outdoor play (paragraphs 57, 109, 118);

ensuring there is an appropriate balance between activities led by the teacher and those chosen by the children (paragraphs 57, 113, 121)

formally recording the children's progress towards achieving the national learning outcomes (paragraphs 57, 121).

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

ensuring all health and safety procedures are fully implemented and appropriately recorded (paragraph 81).

Introduction

Characteristics of the school

1. Featherstone Primary School was built in 1969 and is situated in Erdington, a heavily built up area in the north-east of Birmingham. There are 212 pupils on roll, 110 boys and 102 girls and they are taught in seven classes. This is similar in size to many other primary schools. The children enter the reception class at the beginning of the school year in which they have their fifth birthday. Twelve children will not reach statutory school age until next academic year. At the time of the inspection there were 30 children in reception and they were all under statutory school age. The vast majority of children have attended the local nursery or a playgroup and they start school with lower than expected skills in all areas of learning. Their attainment in English and mathematics is close to the average when compared with other children under five in Birmingham.
2. The vast majority of pupils live close to the school and come from a range of backgrounds. Housing is mixed, with mainly rented properties and some that are privately owned. Some of the housing is in poor repair and some pupils come from homes where the rate of overcrowding is higher than the national averages. Twenty eight per cent of pupils are eligible for free school meals. This is higher than the national average. There are 37 pupils who speak English as an additional language and this is high. The languages spoken are Urdu, Punjabi script, Urdu script, Vietnamese, Gudjurati, Hindi and Patois. The school has placed 21 per cent of its pupils on its register of special educational needs and this is high in comparison to the national average. There are four pupils with statements of special educational need and this is above the national average. The school has excluded seven pupils for fixed periods during the last year.
3. The school aims to provide: a warm, friendly environment with a calm routine and a well structured work programme to maximise the potential of each pupil socially, mentally and physically; to be a beneficial and moral influence equipping pupils for life in a changing, multi-cultural society and to ensure that all pupils have equal opportunities regardless of race or gender.
4. Current priorities for the school include: successfully implementing the National Numeracy Strategy in order to raise standards, improving standards in writing and developing information technology.
5. Key issues from the previous inspection report were: raise standards and improve the consistency of teaching in the non-core subjects; making planning more effective, and the governors making more use of assessment data to monitor and evaluate the progress being made by the school.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	11	10	12
	Girls	17	10	14
	Total	28	20	26
Percentage at NC Level 2 or above	School	83 (80)	69 (67)	90 (87)
	National	79 (80)	83 (81)	86 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	11	13	13
	Girls	13	13	13
	Total	24	26	26
Percentage at NC Level 2 or above	School	83 (77)	90 (73)	90 (77)
	National	82 (81)	86 (85)	87 (86)

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
1999	11	17	28

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	10	9
	Girls	14	14	15
	Total	22	24	24
Percentage at NC Level 4 or above	School	79 (66)	86 (66)	86 (79)
	National	70 (65)	69 (65)	78 (72)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	7	5
	Girls	14	11	11
	Total	20	18	16
Percentage at NC Level 4 or above	School	71 (55)	64 (55)	57 (55)
	National	68 (65)	69 (65)	75 (72)

5. Attendance

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

		%
Authorised Absence	School	6.6
	National comparative data	5.7
Unauthorised Absence	School	0.1
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	13
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	15
Satisfactory or better	95
Less than satisfactory	5

5. PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

Children under five

6. The majority of children enter the school with lower than expected skills in all areas of learning. They make a good start to their school life and their progress is good in language and literacy, mathematics and knowledge and understanding of the world. The children make sound progress in personal and social development, physical development and creative development. The results of assessments made when children start the reception class show that levels of attainment are broadly average in English and mathematics when compared with those expected for children under five in Birmingham. National assessments of this group of children have been made, but the results are not yet available. By the age of five most children are likely to achieve expected levels in all areas of learning.
7. The children quickly settle into the routines and systems of the school and are keen to please. They relate well to one another and to the adults. The children take turns, share equipment and behave well. They quickly develop an understanding of the difference between right and wrong and often show awe and wonder at the world around them. The children listen attentively, talk with growing confidence and join in with stories, songs and rhymes. They enjoy books and handle them carefully and most read their names. Average and higher attaining children read familiar words in simple books from the school's reading scheme. The children record their ideas, experiences and feelings through drawing and writing at an appropriate level. In mathematics most children count aloud to 10 and recognise numbers to four. Higher attaining children count aloud to 16 and read and write numbers to seven. The majority of children recognise and name simple two-dimensional shapes. Many children confidently use simple programs on the computer to support their learning. In knowledge and understanding of the world the children investigate the properties of materials and learn which fabrics are waterproof. [Jen2]
7. Key Stage 1
8. Over the last three years the school has steadily raised standards in reading and mathematics, but standards have fallen in writing. The school's results in the 1999 tests and assessments show an improvement on those achieved in the previous year in reading and writing and a significant improvement in science and mathematics.

[Jen3] In 1998 the results of teacher assessments and national tests at the end of Key Stage 1 show that levels of attainment in reading and mathematics were close to the national average, but they were well above the results of pupils with similar backgrounds. In writing levels of attainment were well below the national average, but close to the results of pupils with similar backgrounds. In reading and mathematics the percentage of pupils achieving the expected Level 2 was close to the national average, but was well below in writing and science. The percentage of pupils achieving the higher Level 3 was well above the national average in writing and science, above in mathematics and close to the national average in reading.

9. Taking the three years 1996 to 1998 together test results show that there was no significant difference between the attainment of girls and boys in reading and mathematics, but in writing the performance of girls was lower than that of the boys.

[Jen4] Inspection evidence reflects the teacher assessment and test results and indicates that at the end of Key Stage 1 attainment is similar to the level expected in English and information technology. In mathematics and science attainment is above expectations, but in writing it is below. In mathematics the standards the pupils reach in numeracy are well above expectations. The pupils' attainment in religious education is close to the expectations of the locally agreed syllabus.

10. Boys and girls, including those who are higher attaining, make sound progress over time and in lessons in English, information technology and religious education. Progress in mathematics is good and it is very good in numeracy. In science the pupils make generally good progress, but their progress in investigative and experimental science is slower as their skills are not developed systematically.
11. The pupils with special educational needs make sound progress, both in lessons and when they are supported by classroom assistants. This is because work is pitched at the right level for them to receive specific support which helps them to achieve their targets. The pupils who speak English as an additional language make the same progress as other pupils and the standards they reach are very similar.
12. By the age of seven most pupils listen attentively to one another and to adults and speak with confidence in class discussions. They read a range of books with accuracy and fluently and successfully use a range of strategies to read words they don't know. Lower attaining pupils sound out letters to help them. The majority of pupils form letters correctly and are aware of when to use a full stop and a capital letter. They write for a wide range of purposes, spelling simple words correctly. Higher attaining pupils confidently use a dictionary to help them. However, many pupils need adult help to structure their written work appropriately.
13. In mathematics the pupils develop an increasing understanding of numbers to 100. Most confidently count up and down in tens and begin to use their recall of the 10 times table to identify missing numbers in a sequence. Higher attaining pupils accurately order numbers beyond 100.
14. In science most pupils understand that light comes from a variety of man-made and natural sources. They know that materials have different properties and can sort them by simple criteria. The pupils understand the life cycles of tadpoles and caterpillars and correctly name the main parts of a flowering plant. In investigative work most pupils make simple predictions with help and are beginning to understand the need for a fair test. However, there is little evidence of them suggesting ways of finding answers themselves or of pupils saying if what happened was what they expected.
15. In information technology the pupils successfully use a mouse to select options and develop sound word-processing skills. They confidently use the computers to generate and communicate ideas in a variety of ways.
16. Standards of attainment are close to those expected nationally for seven year olds in art, design and technology, geography and physical education. In history standards are higher than national expectations. There is insufficient evidence to make secure

judgements about standards in music.

17. Boys and girls of all abilities, including those with special educational needs, make sound progress over time and in lessons in art, design and technology, geography and physical education. Progress is good in history. There is insufficient evidence to make secure judgements about the pupils' progress in music.
19. **Key Stage 2**
18. Over the last three years the school has significantly raised standards in English, mathematics and science. The school's results in the 1999 tests show a continuing improvement in all three subjects.
19. In 1998 the results of the national tests at the end of Key Stage 2 show that levels of attainment in English and mathematics were close to the national average and were above in science. In all three subjects results were very high in comparison with those achieved by pupils with similar backgrounds. The percentage of pupils achieving the expected Level 4 in English was close to the national average and in mathematics and science it was above. The number of pupils achieving the higher Level 5 was close to the national average in English and mathematics and well above in science.
20. Taking the three years 1996 to 1998 together test results show that the performance of boys was significantly lower than that of the girls.
21. Inspection evidence reflects the test results and indicates that at the end of Key Stage 2 attainment is close to national expectations in English and information technology and above expectations in mathematics and science. In science attainment in investigative work is below expectations. This is because the pupils' skills are not sufficiently developed as they move through the school. Pupils' attainment in communicating and handling information and storing and handling data is similar to expectations but their skills in control technology are not so well developed. Attainment in religious education is close to the expectations of the locally agreed syllabus.
22. Boys and girls, including those who are higher attaining, make sound progress over time and in lessons, in English, mathematics, information technology and religious education. Progress in most aspects of science is good, but in investigative work it is slower. One reason for this is the use of worksheets which require very short answers limits the opportunities for them to record everything they know. The pupils with special educational needs make sound progress towards their individual targets. The pupils who speak English as an additional language make the same progress as other pupils in the school and the standards they reach are very similar.
23. By the age of eleven the majority of pupils confidently use longer sentences and precise language to put across an idea. They listen attentively to adults and one another. Most pupils enjoy reading and do so with a good sense of humour. They select books from the school and class libraries to read for information and pleasure. Most pupils write in a joined script and for a wide range of purposes. They can write a play script, identifying the characters, the setting and the plot. A significant minority of average and lower attaining pupils require help to structure their work appropriately. Lower attaining groups also need help to use dictionaries and thesauri correctly. [Jen5]
24. In mathematics pupils use their mental skills confidently to answer challenging

questions, for example, about factors. They know multiplication tables to 10 times 10 and confidently round four-digit numbers up or down to the nearest ten, hundred or thousand. The pupils investigate the area and perimeter of different two-dimensional shapes but they are not frequently challenged to apply their skills to a range of different mathematical investigations. In data handling the pupils collect information and present their results in graphs. Higher attaining pupils use the results of the school football team to work out their mean, mode and median scores. The pupils enter data onto a spreadsheet and produce pie and block graphs of their results.

25. In science the majority of pupils know how to make a variety of electrical circuits and how to represent them by drawings and diagrams. They pupils recognise that some changes in properties of materials are reversible whilst others are not. In investigative work most pupils make relevant observations and accurately measure quantities. Higher attaining pupils recognise the need for a fair test but not how to vary one factor whilst keeping the others the same. Most pupils can predict, carry out an experiment, record results and draw simple conclusions. There is little evidence of pupils beginning to identify patterns, setting up their own investigations, selecting equipment or of them recording their findings on line graphs and using the information to look for and interpret patterns. The pupils' skills in investigative work are not developed systematically and this limits their attainment.
26. In information technology the pupils know how to change the size and style of the font although techniques such as cutting and pasting for improving the quality of the layout of their work are not clearly understood. They confidently load programs from CDs, access a file and then search for information by keying in appropriate instructions. Pupils then save or print the information. Some pupils in Years 5 and 6 have been trained to use the Integrated Learning System and know how to log on using a school code and individual passwords. They have had some opportunities to use the Internet for researching topic work. Pupils have a sound knowledge of the uses of information technology including those found in banks, shops and hospitals.
27. Standards of attainment are close to those expected nationally for eleven year olds in art, design and technology, geography, and physical education. In history and swimming standards are higher than expectations. There is insufficient evidence to make secure judgements about pupils' attainment in music.
28. All pupils, including those with special educational needs and who speak English as an additional language make sound progress in lessons and over time in art, design and technology and geography. They make good progress in history, in swimming and in aspects of dance in physical education. There is insufficient evidence to make a secure judgement about progress in music. The school has successfully improved pupils' progress in geography since the previous inspection.
29. The school has successfully implemented the National Literacy Strategy and National Numeracy Strategy. These measures, together with more focused direct teaching, have raised standards in English and mathematics at both key stages.
30. At both key stages the pupils develop their speaking and listening skills appropriately in all subjects. They use their numeracy skills to support learning in other subjects, for example, in science and history. Skills in information technology are not yet fully developed to support learning across the curriculum.

31. The school analyses information gained from national and other tests and assessments to set appropriately high but realistic targets to raise pupils' attainment in English and mathematics.

[Jen6]**Attitudes, behaviour and personal development**

32. The school has maintained the pupils' very good attitudes and relationships and good behaviour found in the previous inspection. This is a strength of the school.
33. The children under five quickly settle into their class when they start school. They are confident in their new surroundings and quickly adapt to school routines. Within the caring and supportive atmosphere of the reception class they build up good relationships with other children and adults. They are co-operative with one another and are keen and eager to learn. The children know what is expected of them and behave well. They listen carefully to adults and follow simple instructions well. The children take advantage of the few opportunities that are provided for them to develop aspects of independent learning.
34. Attitudes to learning throughout the school are generally good and the vast majority of pupils are enthusiastic about coming to school. Punctuality is good and this gives an opportunity for the younger pupils to talk eagerly to the class teacher or learning assistants in an informal way. The interest shown by the staff helps develop the ethos for learning.
35. During lessons levels of concentration are good and most pupils are capable of independent learning. For example, in a design and technology lesson a pupil in Year 4 improved his model by a well thought out solution. The pupils work well in groups, discussing ideas and sharing resources. For example, in one literacy hour the pupils quickly picked up the concept of research using a dictionary. Pupils throughout the school concentrate well and make good progress when there is good teaching. Many pupils are keen to show their work and demonstrate what they can do. However, isolated instances of poor behaviour or excessive noise have an adverse effect on pupils' progress in lessons. The pupils with special educational needs are well integrated into school life. They try hard and persevere at their tasks until they are completed. Most pupils settle willingly to work and they relate well to their classmates.
36. Generally, behaviour is good with some very good examples as well as some poor. Before and during the inspection most parents expressed satisfaction with the overall quality of behaviour and the values promoted by the school. In particular classes at Key Stage 2 a small but significant number of pupils do not behave well and the teachers spend a great deal of time trying to restore discipline. This has a detrimental effect on the learning of the whole class. There are frequent examples of politeness such as 'Thank you' and spontaneous offers to help.
37. Rules for the classroom and the playground are clearly displayed and the pupils understand the principles of the behaviour policy. The school excluded a total of seven pupils last year for bad behaviour. Six pupils were excluded twice. The school's behaviour policy is having a positive effect and there had been no exclusions this academic year at the time of the inspection. The pupils play well together at break and lunch times without regard for race and gender. Playtime activities are well resourced and the natural energies of the pupils are well supervised. The pupils have confidence to report any concerns to the midday supervisors.

38. Relationships amongst the pupils and between the pupils and the staff are very good. This is a strength of the school. In many class lessons there is a good rapport between the teachers and their pupils and this confidence, combined with a sense of humour, makes a positive impact on learning. Relationships and tolerance are further promoted through the curriculum. For example, in assemblies and religious education lessons social awareness is fostered. In mixed ability group activities the pupils collaborate well, for example, in research or supporting one another to complete set objectives in lessons. In another instance, a pupil from another school is accepted quite naturally. This reflects the school's commitment to inclusive education through a long standing partnership with a local special school.

39. The personal development of the pupils is good and well channelled. They know right from wrong and respect their school and property. Table manners and cutlery skills are generally good. Older pupils, especially those in Year 6, respond well to the extra responsibilities they are given. For example, they tidy up after lessons, help in the library and help younger pupils to write stories. There are monitors in all classes who happily perform daily tasks. This prepares the pupils well for the challenges in the next stage of their education. The frequency and variety of school trips often linked to the curriculum are enjoyed by the pupils and help to widen their views.

41. **Attendance**

40. Since the previous inspection the school has made very good improvements in levels of attendance. Some pupils from minority ethnic backgrounds accompany their parents on extended visits to their families in other countries. The school has set an initial target of 95 per cent attendance rate. Early indications are that in this term this has been reached and exceeded. Unauthorised absence has remained below the national averages.

41. Punctuality on the whole is very good and each registration is taken promptly. Little teaching time is wasted. This has a positive impact on the children's learning and in raising the levels of achievement.

42. Registers are consistently well marked throughout the school using a computerised system which allows easy monitoring and preparation for statistical analysis. The registers are retained in the school office when not required.

44.

44. **Quality of education provided**

Teaching

43. The school has improved the quality of teaching since the previous inspection when approximately 13 per cent of lessons were unsatisfactory. Planning has been improved in geography and music and the teachers' confidence and skills in information technology are being developed. The co-ordinators for English and mathematics have monitored and evaluated the quality of teaching in some lessons of the literacy hour and numeracy hour and these measures are making a positive impact. Now teaching is at least sound in over nine lessons out of ten. During the inspection the quality of teaching was sound in four lessons out of ten, good in a further four out of ten lessons, very good in a little over one in ten lessons and occasionally excellent. It was unsatisfactory in just

two lessons and poor in one.

44. The quality of teaching is good in science and history at both key stages and in mathematics at Key Stage 1. There is insufficient evidence to make secure judgements about the quality of teaching in art, design and technology, geography and music.

[Jen7]

[H.M.8]The overall quality of teaching for the children under five is good. It is always at least sound, good in just over half of lessons and very good in a little over two out of ten lessons. This makes a positive impact on the progress made by the children. The quality of teaching is always at least sound in all areas of learning and it is good in language and literacy, mathematics and knowledge and understanding of the world. The teachers and classroom assistant have a sound knowledge of the needs of the children, very high expectations and manage their classes very well. They make good use of time and the classrooms are carefully prepared and provide a stimulating learning environment. Sound use is made of day-to-day assessment to plan future work. There is a close working relationship between all staff, who provide good role models.

45. The overall quality of teaching at Key Stage 1 is good. In the lessons seen it was always at least sound, good in a little over four lessons out of ten and very good in just over two out of ten lessons. At Key Stage 2 the overall quality of teaching is sound. It was sound in half of lessons, good in a little over three out of ten lessons and occasionally very good or excellent. The quality of teaching was unsatisfactory in a small number of lessons and poor in just one.
46. Work is well matched to the requirements of the pupils with special educational needs and careful planning helps them achieve their targets. Support staff work closely with teachers, giving specific support which helps the pupils make sound progress. Pupils' needs are regularly assessed and the information gained is used to plan the next stages in learning. The teachers well match the work they prepare to the needs of pupils who speak English as an additional language. [Jen9]
47. At Key Stage 1 the teachers generally have good knowledge of their subjects and high expectations of the pupils. Their planning and organisation of classes and use of time and resources are good. The teachers make good use of the information gained from day-to-day assessments to plan future work. They manage their pupils very well.[H.M.10]
48. At Key Stage 2 the teachers generally have sound knowledge of their subjects and expectations of the pupils. They use a sound range of methods and organisation and most manage their classes appropriately. However, in particular classes the teachers do not have a wide enough range of strategies to manage pupils' behaviour well and this sometimes restricts the pupils' attainment and progress in lessons. The teachers make good use of information gained from day-to-day assessment to plan the next steps of learning.
49. Most teachers mark work regularly but strategies are inconsistent. In some subjects[H.M.11] praise and comments are used to encourage the pupils to improve their work. In others marking is limited to an indication of whether an answer is correct or not. Most pupils receive good-quality information during lessons about how they may improve.
50. Good use is made of homework to extend and reinforce the pupils' learning in school.

All pupils are expected to read at home each day. In Key Stage 1 the pupils are expected to learn words or spellings, learn multiplication tables to five and undertake research for topic work. In Key Stage 2 homework consists of 20 minutes spent each evening by pupils in Years 3 and 4 and 30 minutes for pupils in Years 5 and 6. It includes learning words, spellings or vocabulary, learning multiplication tables to 10, researching for topic work, a set piece of English each week and one mathematics exercise each week.

51. In the best lessons teachers give very good, clear explanations, for example, of brush stroke techniques in an art lesson. They use questions very effectively to develop the pupils' thinking and to check their understanding. A good example of this was in a Year 2 investigative science lesson when the teacher asked the pupils what they had done and how they could record their work. There is a cracking pace, pupils waste no time and they move forward rapidly [H.M.12] in their learning as the lesson progresses. Teachers use praise very effectively to boost the pupils' self esteem.

In the very few lessons where the teaching is unsatisfactory the teachers do not have a wide enough range of strategies to manage the pupils' behaviour appropriately, the pace of the lessons is slow and clear explanations are not given to the pupils. [Jen13]52. [Jen14]

55. **The curriculum and assessment**

53. The school has responded positively to addressing the weaknesses identified in the previous inspection and significant improvements have been made. Planning procedures have been improved, for example in geography, and learning objectives are now clearly identified in lesson plans. Assessment procedures have been developed well for English and mathematics and the teachers use the information effectively to inform their teaching plans. Some procedures for monitoring and evaluating the curriculum have been developed, many of which involve the headteacher checking pupils' work regularly to monitor the overall subject coverage. Other procedures are mainly focused on literacy and numeracy and these have yet to be extended effectively to involve other subject co-ordinators.
54. The curriculum for the children under five is generally broad and prepares them well to move on to the programmes of study of the National Curriculum. However, there is an imbalance between activities that are directed by the teacher and opportunities for the children to choose for themselves. This limits their independence and restricts their progress in personal and social development. The curriculum does not include opportunities for safe outdoor play with different sized equipment and wheeled toys and this limits the children's physical development and imaginative exploration. Planning is not always closely matched to the recommended areas of learning but it is generally based on day-to-day assessment of what the children know, understand and can do. There is no formal recording of the children's progress towards achieving the national learning outcomes.
55. At Key Stages 1 and 2 the curriculum is broad and generally well balanced. It contains all the subjects of the National Curriculum and religious education and fully meets all statutory requirements. Health education is included and sex education is covered appropriately in health education, science and personal, social and moral education, with the approval of parents and governors. These subjects are also used to increase pupils' awareness of drugs. The school has an increased focus on literacy and numeracy. This has resulted in a time reduction in other subjects, for example, physical

education. Although the overall balance has been retained opportunities to practise some skills are not so frequent and this restricts some aspects of development, for example, in gymnastics. Careful planning of topics includes a range of other subjects, particularly history, geography and science, and these are supported well by visits, for example, to the local shops and to the city centre. However, the overall time allocation for science and for information technology is barely sufficient to ensure coverage of all the required aspects. The curriculum gives pupils a good preparation for the next stage of their education.

56. The pupils with special educational needs and those who speak English as an additional language receive an appropriate curriculum. Work is planned at the correct levels for them and the tasks they are given enable them to make good progress towards their targets. Regular assessment successfully informs planning the next stages in learning. The pupils are given good support by integration assistants.
57. Policies and schemes of work have been developed for all subjects. An effective programme of annual review ensures that they are changed where needed to meet any weaknesses in pupils' attainment which teachers' assessments have identified. Most schemes of work show how pupils' skills are to be developed, although in science it does not show how the pupils' investigative skills will be developed as they move through the school. Curriculum planning, particularly for literacy and numeracy, has improved since the previous inspection. It is detailed and provides clear objectives, including some which are matched well to the needs of higher attaining pupils. However, these are not consistently identified in all subjects, for example, in the scientific aspects of topic work, and this does not ensure that those who are higher attaining are consistently challenged to extend their knowledge and skills.
58. The school has an effective equal opportunities policy. Its aims are included in subject policies and are effectively implemented in practice in the school to ensure that all pupils have full access to school activities. The provision for pupils with special educational needs is sound and meets the requirements of the Code of Practice³.
59. The curriculum is enhanced by a good range of extra-curricular activities, particularly sport and drama. The school competes very successfully with other local schools in many sporting competitions, for example, boys' and girls' football teams and athletics. The pupils receive training opportunities from the local football association and from the local basketball team. Pupils' knowledge, understanding and appreciation of music is enhanced significantly from visits by members of the City of Birmingham Symphony Orchestra.
60. Assessment procedures are good at both key stages and have improved significantly since the previous inspection. They are closely linked to the curriculum medium and short-term plans. Assessment is used very effectively, particularly towards the end of the year, to highlight pupils' strengths and weaknesses. This information is used well to inform curriculum plans which are modified to meet pupils' needs. Effective use of assessment information in teachers' short-term plans enables relevant changes to be made to weekly plans. This good use of assessment information ensures that activities are generally matched well to pupils' abilities, particularly in literacy and numeracy and this promotes good progress.

³ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

61. Further information on pupils' attainment is gained from baseline assessment in reception, standardised tests in English and mathematics, results from reading, spelling and mathematics tests and information from the national tests in Years 2 and 6. This is recorded in detail for each pupil and used very effectively as a basis for setting targets for improvement for individuals and for the school, for example, yearly targets for literacy and numeracy. Time is used towards the end of each year to analyse this information in detail and use this analysis to identify areas for improvement. The current systems are manageable and useful and provide good information which is used well to raise standards of attainment.
- 64.
64. **Pupils' spiritual, moral, social and cultural development**
62. The overall provision for pupils' spiritual, moral, social and cultural development is good, including for the children who are aged under-five. The standards reached at the previous inspection have been maintained. When pupils start school in the reception class the ethos is caring and positive. Children are encouraged to enjoy school and to feel happy and safe and relationships are very good.
63. Spiritual development is sound and is promoted in a range of curriculum areas such as music, art, English and religious education. The work of authors, artists and musicians enables pupils to appreciate the wonder of the world about them. The daily act of worship meets statutory requirements and provides opportunities for pupils to celebrate their achievements, discuss moral issues, listen to music, sing and reflect in stillness about what they have heard. The indoor and outdoor environments are attractive and pleasant, helping pupils to develop their awareness of the wonderful world.
64. The provision for moral education is good. As a result, pupils are polite, courteous, and friendly to visitors. Behaviour in the classroom and in the playground is good. Movement along school corridors is mostly quiet and orderly. Through the daily assembly and classroom circle-time pupils are led to understand the difference between right and wrong. The celebration of achievements during assembly is very effective in encouraging the pupils to achieve high standards in work and behaviour. Staff provide good role models and they have good relationships with the pupils.
65. The pupils' social development is good. The school is a caring community where positive values are highly promoted by teaching and non-teaching staff. There are many opportunities for pupils to work together during lessons. Pupils show consideration for one another, especially during circle-time, which is used very effectively to raise their self-esteem and to highlight the needs of others. For example, in Year 2 pupils understand the importance of giving, as well as the beneficial effect of being the recipient of praise. Both girls and boys show a sense of fair play during playground activities. Pupils are given the responsibility of taking registers to the office, selling snacks and drinks, managing the library and looking after the overhead projector and the disk player during assembly. Their social skills are developed successfully, encouraging a positive approach to wider responsibilities as citizens in the twenty first century.
66. The cultural development of the pupils is good. The school actively encourages the celebration of religious festivals which include Christmas, Easter and Diwali among others. Cultural awareness is highly promoted and pupils learn about their own cultural heritage in Birmingham through work in history and geography. Pupils develop a greater understanding of the cultural traditions in Judaism, Sikhism, Islam and Hinduism through

their work in religious education. Visits to local museums and working with artists and musicians enrich pupils' knowledge successfully. Parents share in many cultural experiences such as a visit from members of the City of Birmingham Symphony Orchestra.

Support, guidance and pupils' welfare

67. Overall the school makes sound provision for the support, guidance and well-being of its pupils. There has been some improvement in the general provision since the previous inspection.
68. Nearly all children in the reception class have attended the local nursery. Exchange visits and transfers of the children's records are well established. These include the children's capacity for independent learning, what learning support is in place and other relevant information. Assessments are carried out on entry to the school and children's abilities and needs are identified at an early stage.
69. Monitoring and assessment of the pupils' academic progress are well established in English and mathematics. With a good input from classroom assistants and integration assistants class teachers are well supported in raising levels of attainment and progress. As part of the Government's Additional Literacy Support a small group of pupils receive extra tuition. Although this is a new initiative the school is confident that good progress is being made. The progress of these pupils is being tracked and monitored by both the class teacher and special needs co-ordinator. The pupils with special educational needs are provided with good support by classroom assistants and integration assistants. The school has effective links with outside agencies to support the pupils' needs.
70. Annual reports on pupils' progress meet statutory requirements, but do not state as clearly what the pupils know, understand and can do in information technology. Reports do not show how the pupil may improve. Parents have regular formal opportunities to discuss and evaluate their children's progress with class teachers. The school also provides flexibility for informal meetings for parents and teachers to discuss concerns.
71. Parents have expressed satisfaction with the levels of support, guidance and personal development being promoted by the school. There are now more opportunities to participate in clubs such as the Tuesday fun and games club for Year 6. These help build mature relationships and personal development and prepares the pupils for the challenges of the next stage of their education. Close monitoring of the personal, social and health education policy, linked with experience of the arts, ensures that the pupils' personal development is well promoted.
72. The school's procedures for monitoring and promoting behaviour are sound. Behaviour in and around the school is generally of a good standard. However, there is inconsistent application of the behaviour policy by the teachers in some classes. This was identified as a concern for a few parents prior to the inspection. There are a small but significant number of disruptive pupils whose behaviour sometimes has a detrimental effect on the attainment and progress of other pupils in the class.
73. Since the introduction of the behaviour policy there is constant evaluation and consultation to ensure its effectiveness. Parents are involved in the process and the governing body are kept regularly informed of progress. The headteacher and deputy constantly monitor behaviour records and prepare an appropriate strategy to deal with

each individual who frequently transgresses. This approach often involves outside agencies such as behaviour psychologists. Many parents feel that overall the policy is effective in improving standards of behaviour. Most of the staff are confident that behaviour is improving and that the policy is effective for nearly all pupils. However, it has yet to prove to be so for a small but significant number of pupils.

74. The pupils play happily together regardless of gender or race. They collaborate well in group or whole class activities, sharing ideas or resources. From the questionnaires, the parents' meeting and interviews, parents have not expressed any concerns about harassment or bullying. Playtimes are well supervised by assistants and to alleviate parental concerns the school is having closed circuit television installed.
75. Procedures for monitoring and promoting attendance are good. There is a revised policy and a target of 95 per cent attendance rate set out. The secretary carefully monitors the registers and provides statistical analyses of trends. The headteacher also closely monitors the registers and statistics for evidence that attendance is of a high standard. There is now a certificate for the best class attendance at both key stages. To help raise the whole profile of good attendance the school is taking part in an agreed scheme with the Education Social Worker Officer. This involves 'on the spot' home visits and comparing experiences of other schools. As the policy and procedures are being successful the input of the Education Social Worker Officer is being reduced.
76. Procedures for child protection are sound. The headteacher is the designated member of staff but the deputy and other members of staff have been trained. Locally agreed procedures have been adopted and put into practice.
77. Injuries of a more serious nature and all bumps to the head are fully recorded and the parents informed officially by letter. For the commonplace grazes and knocks there are no formal methods of recording such incidents. There are a sufficient number of well trained members of staff in first aid. On advice, some medicines are kept in class whereas others are kept in the school office. The school records the administration of medicines.
78. The monitoring and implementation of the school's health and safety policy are inadequate and not all safety and maintenance checks are properly recorded. Fire drills are conducted on a regular basis and there is effective school security. Procedures to deal with potentially disorderly adults in school are sound. Classroom layout provides good opportunities for class teacher supervision. The corridors and offices are free from obstructions. The building is maintained in a clean and hygienic condition.
81. **Partnership with parents and the community**
79. The school has maintained the effective links between parents and the community identified in the previous inspection.
80. The overall quality of information made available to parents is good. From the questionnaires, the parents' evening and from interviews parents feel they are kept consistently well informed. The school provides a very detailed information package for prospective parents and the school secretary conducts a tour for both parents and their children. Eleven parents or guardians of pupils at the school attended the pre-inspection meeting and ten per cent returned a completed questionnaire.

81. In the foyer there is a wide variety of information from policy documents to a photographic display of the members of staff. There is a multi-lingual welcome and information about the National Numeracy Strategy. The life of the school is further promoted by other displays, such as, certificates for sporting achievements, charitable collections and information about the Featherstone Home School Association.
82. The school prospectus and the annual report of the governing body to the parents are very informative and well presented but do not contain all the required information. There is a formal meeting for parents to discuss their children's progress with staff every term. The annual academic report for parents generally provide clear information for parents about what their children know, understand and can do in all subjects with the exception of information technology where they do not sufficiently identify attainment and progress made.
83. Every year a questionnaire is sent to all the parents as a way of constantly monitoring and evaluating the school's performance. Parental views such as not being totally happy with the penalty points system in the behaviour policy are taken into account and pupils can now redeem points by behaving or acting well. This partnership builds confidence and helps promote the quality of education provided by the school. For those parents whose children have special education needs very detailed curriculum information is supplied and they are involved in reviews from Stage 3 onwards.
84. Parental involvement in their children's learning is good. Parents feel that that they are very welcome into school and many help in a constructive way; for example, reading with pupils or using their skills to support learning in design technology. This support has a positive impact on the quality of education provided.
85. Homework is set at appropriate levels and most parents are clear in how they can support their children. Many feel that this support is helping to raise their children's attainment. Parents can also monitor their children's progress in reading by examining the reading cards that are brought home with books. The headteacher regularly monitors homework across the school. To help parents support their children's progress there have been special weeks promoting English, Mathematics and Science. In those periods parents were invited to sit in lessons and observe how the subjects were taught. Parents are also invited to assemblies and concerts such as 'The Little Big Time Band'.
86. The Featherstone home-school association provides a very valuable link between the school and the parents. Regular fund raising events are well supported both from within the school and the wider community. Over £4,000 was raised last year and everyone, including the pupils, made bids for resources. The purchase of resources, such as a mathematics lending library or playtime equipment has a positive impact in supporting the children's learning.
87. There is good liaison between the local nursery and the school. For those pupils in Year 6 the transfer to their next stage of education is well established. Exchange visits are arranged with the three local senior schools. Pupils in Year 6 are involved in a structured plan for English and Mathematics to be completed in Year 7.
88. All year groups have school trips, such as visits to museums and concerts, which are often linked to the curriculum. Other trips such as church festivals or visits to the local home for the elderly are planned to promote spiritual and social development. Imaginative displays in and around the classrooms using photographs or press cuttings

clearly remind the children of their rich heritage.

89. The school is situated in a cul-de-sac within a residential area. Over the years it has established links with the local community. Some parents feel that stronger links with the local press would improve coverage and raise the school's profile within the community and celebrate their achievements.
90. There are secure links with the local clergy such as the Methodist minister and the new vicar of the Parish Church. The chair of governors ensures that there are appropriate links with the Asian community and their religions and customs are respected. For example, a lesson was devoted to the religious significance of Diwali and why it is so important to the Hindu faith. The local Chinese community recently supported the school in celebrating the Chinese New Year by supplying food and costume ideas. The school is very proud of its links with the Bridge Special School. Together, these schools, with business sponsorship, have created a large painted Millennium mural.
91. The school is closely involved with the Erdington education business partnership. Regular meetings create opportunities for business and schools to develop ideas to promote the quality of education.

The management and efficiency of the school

Leadership and management

92. The school benefits from good leadership by the headteacher who gives clear educational direction to the work of the school. The senior management team and the staff work closely together with the support of the governing body and are committed to high standards. Since the last inspection effective strategies have ensured that the school has moved forward and successfully made improvements in most of the areas of weakness identified in the report. With the support of the senior management team, staff and governors the headteacher has set appropriately high but realistic and achievable targets for improvement. The school is in a secure position to sustain these improvements.
93. There is a well-established, effective management structure. The responsibility for curriculum matters is delegated to subject co-ordinators and all but the newly-qualified teachers lead several subjects or aspects of school life. The headteacher has temporary responsibility for leading information technology, design and technology and physical education as the previous post-holders have left. There is no-one with clear responsibility for co-ordinating the curriculum and assessment procedures for the children under five and this has resulted in under-development of the provision the school makes for its youngest pupils.

[Jen15]The headteacher monitors the curriculum and the co-ordinators for English and mathematics have monitored and evaluated the curriculum and the quality of teaching and learning in some lessons of the literacy hour and numeracy hour. [Jen16]Co-ordinators for other subjects have allocated time out of the classroom for these duties, but have not yet taken the opportunity to do so owing to priority being given to literacy last year and numeracy this year.

94. The special educational needs co-ordinator liaises with outside agencies. She carefully maintains the paperwork, attends reviews and acts as a contact for the parents. The co-ordinator and the named governor for special educational needs carefully monitor the school's provision.
95. The headteacher and deputy head devised the school development plan in consultation with the staff and the governing body. It has clear priorities and links to the budget and includes well-chosen developments in all aspects of the work of the school. It allows the headteacher and the staff to evaluate the effects of school developments on the pupils' attainment and progress.
96. Parents support the school's good ethos and the good set of aims and values which are reflected throughout all of its work. The governing body has an appropriate policy for equal opportunities. It is used well in school policies and in ensuring that staff provide the pupils with full access to the range of school activities. Although governors are kept well informed about how pupils are attaining in school they have not yet established procedures to provide information which enables them to monitor and evaluate the effectiveness of their policy. The staff provide appropriate role models. The school makes sound provision for pupils with special educational needs and fully meets the statutory requirements of the Code of Practice. It employs additional support staff to meet pupils' needs to be met and enable them to make sound progress.

97. The previous inspection identified as a key issue the need for governors to make more use of assessment data to monitor and evaluate the progress being made by the school. This has been partly addressed and the governors now receive information about the results of the national tests. However, they do not receive or use information from assessments carried out on entry to the school to help them in their evaluation. The governors are supportive and are beginning to develop a more active role in the management of the school, but progress has been too slow in addressing other weaknesses identified in the previous inspection. They are involved in strategic development planning, but the governing body does not formally monitor and evaluate its success. The governors monitor and evaluate the curriculum through detailed information from the headteacher and subject co-ordinators. Some governors regularly visit classrooms, but the governing body has yet to establish procedures for formally monitoring and evaluating the quality of teaching and learning. It holds regular meetings and has established an appropriate committee structure. It fulfils all its statutory responsibilities, with the exception of ensuring that its annual report to parents contains all the required information.

101.

Staffing, accommodation and learning resources

98. Sound progress has been made in tackling the issues identified in the previous report. Resource levels are now sound in all subjects and the library has an adequate range of books to meet the requirements of the curriculum. Staffing levels are good at Key Stages 1 and 2. Specialist staff teach pupils who speak English as an additional language for one day each week at Key Stage 1 and there is a part-time teacher to support pupils with special educational needs. The staffing levels for the children under five are sound and they include a teacher and a nursery nurse. There are sufficient suitably qualified and experienced teachers and there is a good balance of experience and expertise. Teachers and support staff are well deployed in the classrooms and their skills and experience are used effectively for the benefit of the school community. Their agreed job descriptions broadly define their duties. Support staff have an important role in helping pupils to learn effectively and improve their attainment and this is a strength of the school. They are well qualified and experienced and they work closely with the teachers, helping standards to improve year by year.
99. All staff are suitably trained and they take part in continuing professional development. The school awaits further guidance before starting the next round of teacher appraisal. The induction arrangements for newly qualified teachers and new members of staff are good. Administrative staff, lunchtime supervisors and caretaking staff are all part of the team, making valuable contributions to the life of the school.
100. The accommodation is adequate for the delivery of the National Curriculum. There is sufficient indoor space for the children under five but there is no safe outdoor play area for them. There is a school library and a small room for the computers. Pupils with special educational needs have their own area, which is used for teaching on a regular basis when pupils are not supported in the classrooms. The small computing suite is adequate for working with groups of pupils, but not for a whole class. Indoor and outdoor areas are very well cared for and maintained and this provides an attractive and stimulating learning environment for the pupils.
101. Resources are effectively managed, well organised and carefully looked after. The overall provision of books, equipment and other learning resources is sound. However, there are no wheeled toys for the children under five or different sized equipment for

them to develop balancing, climbing and other physical skills. There are sufficient library books and each class has a range of suitable fiction and non-fiction texts, but there is a shortage of group reading books for the upper juniors. The school has a generous number of computers. Good use is made of visits to museums, churches and places of interest so that pupils' learning is well supported.

105. The efficiency of the school

102. The school's financial resources are soundly managed overall and standards reported in the previous inspection have been maintained. Regular meetings of the governors' finance committee, working closely with the headteacher and the local authority's financial advisor, ensure that finances are effectively used to support educational developments. For example, the implementation of the school's strategies for literacy and numeracy have been supported well by improvements in the range and quality of resources. Good quality, up-to-date financial information is provided for each meeting by the headteacher and this enables the school budget to be continually monitored. The most recent, detailed audit dated August 1999 reports on the effective and efficient financial management and identifies a number of issues for action. These have mostly been carried out or are planned to be included in the current school year, for example, a closer link between the school development plan and the budget.
103. The governors are involved in the budget-setting process and in deciding how the available monies can be used. They use the school development plan to ensure that priorities are supported appropriately. However, there is no clearly identified link between specific development issues and the budget source for funds. Although expected outcomes are identified on the development plan, governors have not yet established rigorous procedures for monitoring and evaluating the cost-effectiveness of spending decisions. This was an issue identified at the last inspection and progress has been too slow in addressing it. Funds for pupils with special educational needs and for those pupils for whom English is an additional language are managed by the local education authority. The governors have supported the level of staffing for special educational needs and this positively promotes the standards achieved by these pupils. Other financial grants, for example, the school's improvement grant, are used efficiently to support developments such as literacy and numeracy. Recent staff changes, together with a small balance carried over from the previous year, have enabled the governors to build up a financial surplus which is planned to be used to develop staffing and learning resources in line with the identified priorities.
104. The day-to-day administration is very good. The very efficient school secretary has developed effective and secure procedures for the collection, monitoring and recording of cash transactions. The school fund is maintained efficiently and audited accounts have now been drawn up. These are to be presented to the governing body in line with the auditor's recent recommendation. Very effective communication between the headteacher, secretary and members of the Home-School Association enable valuable funds to be raised and used to promote resources in the school.
105. Teachers are deployed effectively to make good use of their skills and expertise. Some use is made of ability setting in both key stages to enable some specialist teaching to focus upon extending pupils' skills and knowledge in English and mathematics. Some staff with subject responsibilities, for example literacy and numeracy, have monitored the quality of teaching and learning, although this is not established efficiently for all subjects. Teaching and support staff are used very effectively to enhance the learning of

pupils with special educational needs and when working with small groups for additional literacy support. This careful use of support staff promotes higher standards. Sound use is made of the accommodation and learning resources, although there was limited evidence during the inspection of resources for information technology being used efficiently. Physical education facilities are generally used well, although space in the hall is limited by storage of equipment and this restricts some aspects of gymnastics. There is no outdoor play area for children under five and this restricts aspects of their physical and social development.

106. Income and spending costs for each pupil are high compared with the national average. However, the standards achieved at the end of Key Stage 2 are well above average compared to similar schools. Children enter the school with standards of attainment below the national average and pupils make good progress. The overall quality of education provided is good, particularly the quality of teaching. Taking all these factors into account, the school continues to give good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

110. Areas of learning for children under five

107. No reference was made to the children under five in the previous inspection report. Children come into the reception class at the beginning of the year in which they have their fifth birthday. There are 30 children in the reception class, all of whom are under statutory school age. Twelve children will not reach statutory school age until the beginning of the next academic year. The school's policy is one of gradual induction during the first few weeks of the autumn term. The vast majority of children have attended a local nursery or playgroups. They are taught in one class by a teacher and a classroom assistant.
108. The vast majority of children enter the school with lower than expected skills in all areas of learning. They make a good start to their school life and their progress is good in language and literacy, mathematics and knowledge and understanding of the world. The children make sound progress in personal and social development, physical development and creative development. The results of assessments made when children start the reception class show that levels of attainment are broadly average in English and mathematics when compared with those expected for children under five in Birmingham. National assessments of this group of children have been made but the results are not yet available. By the age of five most children are likely to achieve expected levels in all areas of learning.

Personal and social development

109. The children enter with a range of personal and social skills. They quickly settle into the routines and systems of the reception class. For example, on arrival they come in quietly and leave their parents without any fuss. When given the opportunity to make choices they carry out the activity without constant supervision from adults. The children relate well to one another and there are many examples of them working together, for example, in role-play in the home corner. Good relationships are established with adults and the children pay appropriate attention to all members of staff. They behave well and in all activities, they take turns, treat equipment with care and behave in an appropriate way. The children enjoy their work and readily take part in the activities provided for them. They work as part of a group, or independently when given the opportunity, and some begin to concentrate for longer periods of time. The children show awe and wonder, for example, when looking at a picture of kittens. They make sound progress and by the age of five it is likely that most children will reach the expected level.

Language and literacy

110. The children make good progress in developing their language and literacy skills and it is likely that by the age of five they will reach the expected level. All children develop confidence in their use of language. They listen attentively to stories such as 'Handa's Surprise' and they talk with growing confidence about things they have seen. They enjoy books, understand their purpose and handle them carefully. Most children know that in English the print is read from left to right and from top to bottom of the page and the majority can read their names. Average and higher attaining children read familiar words in simple books from the school's reading scheme. The children begin to learn the sounds and shapes of letters and practise forming them correctly. Some can write

their names without help and they record their ideas, experiences and feelings through drawing and writing.

Mathematics

111. The children work with enthusiasm on mathematical activities such as sorting by shape, matching objects one to one and making simple repeating patterns. Most children can count aloud to 10 and recognise numbers to four. Higher attaining children count aloud to 16 and beyond and read and write numbers to seven. They know the names of two-dimensional shapes such as circle and triangle. All children confidently use the mathematical language of quantity when they say which building has more windows than the other or whether there are more tins than packets. They are familiar with number rhymes and songs such as 'I have ten little fingers'. The children of all abilities make good progress and it is likely that by the age of five they will reach the expected level.

Knowledge and understanding of the world

112. All children make good progress and by the time they are five it is likely that they will reach the expected level. They develop their knowledge and understanding of the world by talking about their families and past events in their own lives, such as their birthdays. The children learn about how people in the past warmed their beds. They correctly place in order a warming pan, a stone hot water bottle and a rubber hot water bottle from very old, through old, to new. The children investigate the properties of materials and learn which fabrics are waterproof. Most correctly identify items from the home that are made from wood, plastic and metal. The children know that chocolate melts when it is heated and that their cornflake cakes go hard when the chocolate cools down. They select materials and make model houses for their pigs, cutting and sticking with simple tools. The children use construction sets for the same purpose with enjoyment and skill. Many children use simple computer programs with growing confidence.

Creative development

113. The children draw, paint, print and make collages with great pleasure. They model animals from clay and make attractive observational drawings and textured pictures of fruit. The children enjoy singing from memory, simple songs and rhymes such as 'Hot potato, pass it on'. Most successfully clap the rhythm of their Christian names. All children make sound progress in the acquisition of creative skills and by the age of five they are likely to reach the expected level.

Physical development

114. The children of all abilities make sound progress and by the age of five they are likely to achieve the expected level. However, they do not have planned opportunities to play outdoors in a secure, covered area on a range of different sized equipment and with wheeled toys. This limits the children's opportunities to run, balance, climb and jump with confidence and to develop an awareness of space and others around them. The children handle scissors, paintbrushes and pencils well with developing control.
115. The quality of teaching is good in language and literacy, mathematics and knowledge and understanding of the world. This makes a positive impact on the progress made by the children. The quality of teaching in physical development and creative development

is sound.

116. The staff have sound knowledge of the areas of learning and high expectations of the children. The classrooms are well prepared and stimulating, with inviting activities attractively set out. Good use is made of praise and encouragement and relationships are warm and caring. All staff consistently maintain a quiet, patient approach, which successfully enhances the children's confidence, raises their self-esteem and helps their learning.
117. The curriculum is broad and prepares the children well to move on to the programmes of study of the National Curriculum. However, there is an imbalance between activities which are directed by the teacher and opportunities for the children to choose for themselves. This limits their independence and restricts their progress in personal and social development. Planning is not always closely matched to the recommended areas of learning, but it is generally based on day-to-day assessment of what the children know, understand and can do. When the children enter the reception year the school assesses them and analyses the results but does not make sufficient use of its analysis to plan future work. There is no formal recording of the children's progress towards achieving the national learning outcomes.
118. The work of the classroom assistant and of the visiting teacher for children who speak English as an additional language is of high quality and has a positive impact on the children's learning and the progress they make. All staff provide good role models and work well together as a team. This makes a significant contribution to the children's personal and social development.

122. English, mathematics and science Information technology and religious education

English

119. There has been an improvement in attainment since the previous inspection and test results for the eleven year olds show a significant improvement from 1996 to 1999. The standards of the seven year olds show a small improvement.
120. In 1998 the results of the national tests at the end of Key Stage 1 show that attainment in reading was close to the national average and well above the results of pupils from similar backgrounds. In writing attainment was well below the national average but similar to the results of pupils from similar backgrounds. The percentage of pupils achieving both the expected Level 2 and the higher Level 3 in reading was close to the national average. In writing the percentage of pupils achieving the expected Level 2 was well below the national average. The percentage of pupils achieving the higher Level 3 was well above the national average.
121. In 1998 the results of the national tests at the end of Key Stage 2 show that attainment in English was close to the national average, but well above the results of pupils from similar backgrounds. The percentage of pupils achieving both the expected Level 4 and the higher Level 5 was close to the national average. Boys do not perform so well as girls at Key Stage 2.
122. Inspection evidence reflects the results of the 1998 national tests. At the end of both

key stages standards are sound, but there are some weaknesses in writing at Key Stage 1 where standards are unsatisfactory. These weaknesses are being tackled successfully and standards are improving all round. The school has a consistent and successful strategy for improving pupils' literacy skills across all year groups and this is the reason that standards are being raised. Good use is made of 'big books' and group reading to provide regular support for developing reading skills. Extra time has been made available for writing and pupils produce extended pieces of work in a range of genres including stories, poetry and play scripts. The development of writing skills, such as drafting and revising work, organising and structuring writing and using correct grammar and punctuation is raising standards across the school. Pupils successfully use and apply their literacy skills in other subjects, for example, when writing about Saint Joan in religious education, when researching about life in Tudor times and presenting their findings to the class or when recording their science investigations.

123. Speaking and listening skills are sound throughout the school. Pupils listen attentively to their teachers and to their classmates when they are putting forward an idea or making a suggestion. There are many planned opportunities for pupils to develop their speaking and listening skills and this raises standards. In a good example with a Year 6 class one of the pupils took the part of an evacuee, responding to questions from classmates about how his life was different since he had been evacuated from the city.
124. Reading standards are sound. The higher attaining pupils reach standards that are above those expected for their age groups. At both key stages the average attaining pupils read a range of books with some fluency. Their reading is accurate, they enjoy reading and they have a good sense of humour. This group successfully uses a range of strategies to identify words they don't know. Most of the lower attaining pupils have a go at using the first letter sound when they meet an unknown word. This is successful in the simpler books for the younger pupils. The older pupils try to identify sounds in the middle of words and this is a useful strategy which helps them to improve their reading skills. All pupils make the best use of school and class libraries, selecting appropriate books and using them to read for information and pleasure.
125. Standards in writing are sound overall but there are some weaknesses at Key Stage 1. Many pupils can form their letters correctly and the higher attaining pupils show an awareness of when to use a full stop and a capital letter. This group use word books and dictionaries to find out how to spell words correctly but the average and lower attaining pupils are not at this level. Across the school there is a wide range of varied writing tasks, with some good examples at both key stages of pupils writing invitations and messages, recording how they made cakes, keeping diaries and writing stories and poems. Handwriting is satisfactory, as is the standard of spelling. Older pupils at Key Stage 2 can write a play-script, identifying the characters, the setting and the plot of the story. Many Year 5 pupils are adept at developing the characters by using different writing forms in their class story. Throughout the school a significant minority of average and lower attaining pupils need adult help to structure their written work appropriately. Lower attaining groups also need help to use dictionaries and the thesaurus correctly. There is little evidence to show that word processing is used consistently to support work in English.
126. Most pupils make sound progress during their time in school. This includes pupils with special educational needs and those who speak English as an additional language. Where better progress is made this is directly linked to the quality of teaching in the lessons. Speaking and listening skills develop progressively across the school so that

by the time they reach the end of the Key Stage 2 pupils are able to develop their ideas thoughtfully and put forward their point of view in a discussion. Reading skills are taught and developed systematically, and this is the reason for the pupils' sound progress. Although standards in writing are below expectations at Key Stage 1 the pupils make sound progress in developing their skills. Starting points are low at the beginning of the key stage but by the end of Year 2 pupils are able to write simple sentences, usually forming their letters correctly and using a small range of vocabulary. Writing is varied and lively at Key Stage 2 and older pupils are confident in making a first draft of their work, which they then revise and proof read. Increasingly better use is made of punctuation, including exclamation marks, speech marks and commas, and work is well presented and legible.

127. Across the whole school pupils are well motivated and attentive. They make active contributions to discussions, working collaboratively together when writing play-scripts or discussing an issue, such as why they would like the tiger in the story to come to their house for tea. Books and equipment are quickly sorted out at the beginning of group sessions and all the pupils, including the youngest ones, start working quickly without fussing. They concentrate hard in order to succeed. A good example in a Year 2 class occurred when a handwriting group persevered to form their letters correctly.
128. There are a number of strengths to the teaching, which is sound at both key stages with some excellent teaching in Key Stage 2. Literacy sessions are well planned and the staff are confident in its delivery. Their secure subject knowledge, supported by direct teaching, allows standards to improve and progress to accelerate. There were many good examples during the course of the inspection. In a Year 5 lesson the teacher's input on how to develop a character by using direct speech enabled the pupils to reach a standard well above that expected for their age. Another strength is the way in which teachers identify learning points, highlighting them for all the class so that everyone benefits as in a Year 4 lesson where attention was drawn to the ways in which punctuation affects the meaning in some poems. The use of specific questions enables staff to find out what has been understood, for example, 'Why didn't Sophie and her mummy expect the tiger to come to tea again?' Homework is given regularly and this supports the work done in class. Teachers check what pupils know and understand on a day-to-day basis and good use is made of formal assessments so that progress and attainment are monitored successfully. Where teaching is less effective not enough time is allowed to complete the lessons, which become rushed towards the end. On occasions the overuse of the school's discipline policy disrupts the lessons for all pupils and when this happens their progress slows. From time to time pupils need additional support when working in their groups. Their teacher is usually working with another group and so is unable to give them direct support. This can result in a small minority of pupils losing interest and concentration so that for a short time little learning takes place. Support staff work very closely with teachers. They are well briefed and this helps pupils' progress to speed up and their attainment to improve.

132. **English as an additional language**

129. There is little reference to the quality of the support for pupils with English as an additional language in the last report. This aspect of the school's work is good. Pupils make sound progress in line with the other pupils in the school and their standards they reach are very similar. The staff work with pupils in Key Stage 1 giving good support especially in speaking, listening and all areas of literacy. Some pupils are supported in small groups which are withdrawn from the classroom but most support is given in the

classroom situation. Tasks are suitably planned and there is close liaison between class teachers and Section 11 staff. This helps the pupils' work to be matched to the right levels. There is a constant emphasis on the development of speaking, listening, reading and writing skills and on enhancing pupils' progress in English. The best use is made of detailed assessments, with all staff contributing, and this helps to inform the planning successfully. The planning and support is successful because it gives teachers the opportunity to identify targets and focus effectively on meeting the needs of individual pupils. At Key Stage 2 most pupils are proficient at speaking, reading, writing and understanding English. Extra support is given where it is necessary and this helps the pupils to continue to progress. The school is fully committed to multi-cultural education and it works hard to help pupils to be better at understanding and speaking English, to understand their teachers and classmates and to do well at school.

133. **Mathematics**

130. Standards at both key stages have improved since the last inspection. In 1998 the results of the national tests at the end of Key Stage 1 show that attainment was close to the national average but well above the results of pupils from similar backgrounds. The percentage of pupils achieving the expected Level 2 was close to the national average. The percentage of pupils achieving the higher Level 3 was above the national average. The 1999 national tests for seven year olds show an improvement in the school's results of the previous year. Taking the results from 1996 to 1999, the school has steadily improved standards. The attainment of boys has improved well from below the national average in 1996 to just above average in 1998. The attainment of girls has varied slightly from year to year, being above average in 1997 and just below average in 1998. Overall their standards were close to the national averages.
131. In 1998 the results of the national tests at the end of Key Stage 2 show that attainment was close to the national average but well above the results of pupils from similar schools. The percentage of pupils achieving the expected Level 4 was above the national average. The percentage achieving the higher Level 5 was close to the national average. Taking the results from 1996, the school has significantly raised standards. Boys do not perform so well as girls at Key Stage 2.
132. Inspection evidence reflects the test results and shows that attainment is above the national average at the end of both key stages. At the end of Key Stage 1 the number of pupils achieving the expected Level 2 is above the national average. An above average number of pupils achieve above higher than the expected level. At the end of Key Stage 2 the number of pupils achieving Level 4 is above average. The number achieving Level 5 is just above average. The current Year 6 does not include as many pupils of above average ability as last year. The successful implementation of the National Numeracy Strategy, particularly the development of pupils' mental mathematical skills, supported by good quality teaching is effectively promoting higher standards.
133. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress overall at Key Stage 1. They make very good progress in developing their numeracy skills. These are applied increasingly effectively in solving mathematical problems. Counting skills are developed well in Year 1 using a good range of practical equipment, for example, balls and a glass. These are then used well to begin addition, for example, by counting and adding in twos. Higher attaining pupils are challenged well to use their increasing understanding of addition and

subtraction, for example, to find different ways of adding and subtracting to achieve target numbers. Pupils are developing an increasing understanding of the values of numbers up to a hundred. Most Year 2 pupils confidently count up and down in tens and are beginning to use their mental recall of the ten times table to identify missing numbers in a sequence. They use their knowledge well to put a series of numbers quickly into the correct order, counting up or down confidently to establish the pattern. Higher attaining pupils in Year 2 accurately put numbers beyond 100 into the correct order, for example knowing that 135 is bigger than 115.

134. At Key Stage 2 pupils make sound progress overall. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress in developing numeracy skills and in data handling. Progress is sound in the work on shape and space and in developing pupils' skills in applying their skills and knowledge. Good teaching, particularly in Years 4 and 5, promotes pupils' mental numeracy skills and challenges them effectively to use these skills well. For example, pupils use their understanding of the value of numbers to round up or down to the nearest hundred and to the nearest thousand for those who are higher attaining. Although pupils towards the end of the key stage use their knowledge to investigate the area and perimeter of different two-dimensional shapes pupils are not frequently challenged to apply their skills to a range of different mathematical investigations.
135. Most Year 3 pupils use their knowledge of the two times table to identify even and odd numbers. Those who are higher attaining use this knowledge well to predict a number pattern and extend their understanding of larger even numbers. Pupils use their mental skills with increasing confidence, supported by regular daily oral activities and weekly reinforcement tests. Multiplication tables are practised frequently and pupils' progress is recorded in a multiplication tables achievement record card. Most pupils in Years 5 and 6 use these skills well when answering challenging mental mathematical questions, for example 'What are the factors of 32?' and 'How many prime numbers are there between 4 and 20?'. Numeracy skills are used to support work in some other subjects, for example, in science. Pupils make good progress in data handling as each year group collects data on a different topic then presents their results in graphs. Year 3 pupils collect information on healthy foods and make accurate bar charts. Some Year 6 pupils use the results of the school football team to work out their mean, mode and median scores. They use information technology effectively to enter data into a spreadsheet and produce pie and block graphs of their results.
136. Pupils' response to their work is generally good. They usually listen carefully and are keen to answer questions, particularly during the oral activities at the start of the lesson. Pupils work with interest and enjoyment and try hard to complete their work. They respond very well when being given a specific time target for aspects of their work, for example, in a Year 5 lesson when pupils were told of the time available to make a net for a cube. Pupils co-operate well together, for example in sharing both ideas and equipment in a practical investigation into three-dimensional shapes. However, on occasions a small number of pupils do not always behave appropriately. This disrupts the concentration of others in the group and restricts progress.
137. The quality of teaching is good overall. It is of a consistently high quality at Key Stage 1 with half the lessons being of very good quality. This promotes good progress, particularly in developing pupils' numeracy skills. The quality of teaching at Key Stage 2 is more variable. It is good in four out of ten lessons, particularly in Years 4 and 5. A further four lessons out of ten are of sound quality. However, two out of ten lessons at

Key Stage 2 have significant shortcomings. This does not promote consistently good progress across the key stage.

138. Teachers plan very well and they clearly identify learning objectives and what is to be covered. Teaching is particularly effective when the learning objective is explained clearly to the pupils and they are encouraged to focus their effort and concentration on achieving it. For example, in a Year 2 lesson pupils clearly understand that they are trying to improve their knowledge in counting up and down from a hundred. They work hard to achieve this and are pleased when the teacher recognises and praises their success. The teacher then very effectively builds on this achievement to challenge higher attaining pupils to try to extend their knowledge to numbers beyond one hundred. This high expectation by the teacher promotes above average standards. Most teachers maintain a good pace to lessons. They use a broad range of interesting mental and oral activities and teaching strategies, for example, rhythmic clapping to set a brisk pace at the beginning. Most teachers then develop appropriate activities usually matched well to the different needs of the groups to maintain this effective pace. Teachers use plenary sessions well, for example, in a Year 4 lesson to share ideas and reinforce earlier teaching on rounding numbers up and down. This enables pupils to effectively consolidate their understanding, and is very good preparation for building on this knowledge in the next lesson. Teachers use homework regularly to develop pupils' knowledge and understanding, for example, through regular learning and testing of multiplication tables. They generally make appropriate use of day-to-day assessment to plan future work.
139. Teachers make good use of challenging questions to develop and extend pupils' thinking. An example of this was when the teacher asked a Year 2 pupil 'What number is ten more than 90?' and then followed up by asking the pupil to explain how he had worked out his initially incorrect answer. The teacher then asked the pupil 'What would happen if ...?' and the pupil was able to realise and correct his reply. Most teachers generally manage their classes well. They have very good relationships with their classes and know their pupils well. They have high expectations of work and behaviour to which pupils readily respond. Teachers mark pupils' work regularly and constructively. They make very good use of specific targets to improve its accuracy and quality.
140. Where teaching is poor the teacher does not manage well the inappropriate behaviour of a small number of pupils. Activities are not explained clearly to pupils and many of them do not know what is required of them. This leads to lapses in concentration, inappropriate behaviour and disruption to others who want to settle to their work. Standards of attainment are lower and pupils make very limited progress.

Science

141. The school has steadily raised pupils' attainment at Key Stage 1 over the last three years. There has been significant improvement at Key Stage 2. Standards are higher now than those found at the time of the previous inspection.
142. In 1998 the results of teacher assessments at the end of Key Stage 1 show that the percentage of pupils reaching the expected Level 2 was well below the national average but it was close to the results of pupils from similar backgrounds. The percentage of pupils reaching the higher Level 3 was well above the national average and it was very high in comparison with the results of pupils in similar schools.

143. In 1998 the results of the national tests at the end of Key Stage 2 show that attainment was above the national average and well above the results of pupils from similar backgrounds. The percentage of pupils reaching the expected Level 4 was above the national average and the percentage reaching the higher Level 5 was well above. The 1999 tests for eleven year olds show a significant improvement in the school's results on the previous year. The school provides a programme for revision for pupils in Year 6 and this is helping to raise standards.
144. Inspection evidence reflects the results of teacher assessments and national tests and finds that attainment at the end of Key Stage 1 is close to that expected for pupils of similar ages. Attainment at the end of Key Stage 2 is higher than expected for pupils of this age nationally but their attainment in investigative science is just below national expectations. This is because the pupils' skills are not developed step-by-step as they move through the school.
145. At Key Stage 1 pupils know that light comes from a variety of man-made and natural sources such as a torch, a candle and the sun. They have a growing awareness that materials have different properties. For example, in Year 1 they know that some will not allow light to pass through them. In Year 2 the majority of pupils can sort a range of materials by simple criteria such as being manmade or natural. They understand the life cycles of tadpoles and caterpillars and correctly name the flower, stem, petal, leaf and roots of a bean plant. At the end of the key stage pupils successfully investigate which materials are absorbent and which are magnetic. They are beginning to understand the need for a fair test and with guidance, make sensible predictions about what will happen. The pupils record their results in a simple table. However, there is little evidence of pupils suggesting ways of finding answers themselves or of them saying if what happened was what they expected.
146. At Key Stage 2 younger pupils learn about teeth and their bodies. They confidently label the lungs, stomach and intestines on a diagram. In Year 4 the pupils know that water evaporates and condenses when heated and that it changes into a gas before returning to a liquid. They know that some materials change when heated and that some changes are reversible whilst others are not. In Year 5 the pupils confidently classify animals into groups of mollusc, fish, amphibians, birds, reptiles, crustaceans, mammals and arachnids. They understand food chains and observe worms at first hand in the class wormery. The pupils confidently use keys to correctly identify insects and other animals. At the end of the key stage the pupils know how to make a variety of electrical circuits and how simple switches can be used to control electrical devices. They learn how to represent series circuits by drawings and diagrams. In experimental work most pupils make relevant observations and accurately measure quantities. Higher attaining pupils recognise the need for a fair test but not how to vary one factor whilst keeping others the same. Most pupils can confidently predict, carry out an experiment, record results and draw simple conclusions. However, there is little evidence of their beginning to identify patterns using ideas of their own or selecting their own equipment; nor of plotting points to form simple graphs and using the information to look for and interpret patterns or trends. Few pupils begin to relate conclusions to scientific knowledge and understanding.
147. Boys and girls, including those with special educational needs and those who speak English as an additional language make generally good progress in gaining factual knowledge and understanding over time and in lessons. Their progress in investigative

and experimental science is slower as their skills are not systematically developed. Progress is also sometimes restricted by the use of worksheets which require very short answers and this limits the opportunities for pupils to record everything they know.

148. Pupils enjoy their science work and are interested and enthusiastic. They work particularly well together when carrying out their investigations and are keen to contribute ideas. Most pupils concentrate well on their work and in general their attitudes and behaviour have a positive effect on their learning. An example of this was seen in a Year 5 lesson where pupils' willingness to listen to one another's views led to the successful use of a key to identify insects. Sometimes there is a poorer response, such as when pupils in Key Stage 2 are expected to record their work without a clear framework to do so from the teacher.
149. The overall quality of teaching is good overall with some very good examples at Key Stage 1. The teachers plan effectively and have a good knowledge of the concepts they teach, using appropriate vocabulary such as 'absorbent', 'opaque' and 'transparent' when focusing on the properties of materials. They generally have high expectations of good behaviour, effectively using praise and encouragement to ensure the involvement of all pupils and to raise self-esteem. However, in particular classes the teachers do not have a range of strategies to manage the pupils' behaviour well. The best teaching has clear introductions and explanations and an appropriate balance between discussion and practical activities. These lessons have a brisk pace and not a minute is wasted, with children made aware of the time available. Open-ended questions such as 'How will we ensure the test is fair?' extend the pupils understanding. Support staff, when available are used effectively to support pupils with special educational needs in their investigations. However, there is little evidence of information gained from day-to-day assessment being used consistently to help teachers plan the next stage of learning for all groups of pupils. There is no effective monitoring of teaching and learning and governors, senior management team and co-ordinator have limited information to plan the way forward in the subject.
150. Effective links are made with other subjects such as music. Skills in numeracy are used appropriately to measure length, weight and liquids accurately. Speaking and listening skills are developed in class discussions and writing skills are used to good effect in practical work. There is little evidence of the subject being used to promote the pupils' spiritual development or of the use of information technology to support the pupils' learning.
154. **Information technology**
151. There were few opportunities to observe pupils using information technology during the inspection. However, sufficient evidence was gained from talking to staff and pupils, looking at pupils' work in folders, on display and saved on discs and on the computer. Standards have been maintained since the last inspection. Attainment overall is close to nationally expected levels at the end of both key stages. Pupils' attainment in communicating and handling information, for example, word processing, researching information and storing and handling data is similar to expectations, although pupils' skills in control technology are not so well developed.
152. All pupils at both key stages, including those with special educational needs and those for whom English is an additional language, make sound progress overall in developing their skills, knowledge and understanding. Progress is good in aspects of skill

development, for example, word processing skills in Key Stage 2. However, progress this term has been restricted by pupils having fewer opportunities to extend their skills and knowledge. Recent staff changes, together with a reorganisation of resources in preparation for implementing the school's grant from the National Grid for Learning, have limited the frequency and range of opportunities for pupils to develop their skills. They are currently not being used significantly to support standards in other subjects. Some pupils have used information technology to extend their literacy and numeracy skills, to develop the design aspect for design and technology and to develop data handling work in mathematics. The subject is currently being co-ordinated by the headteacher, following the resignation of the previous post holder. He is completing an assessment of pupils' information technology skills and knowledge in preparation for using the new resources.

153. Younger pupils in Key Stage 1 begin to develop their mouse and keyboard skills. They use programs well to support literacy and numeracy skills, for example, using the stories of Dr. Seuss to develop basic language, spelling, grammar and punctuation skills. Year 2 pupils use word processing to write descriptions of animals and use a drawing program to provide appropriate illustrations. These skills are then developed at Key Stage 2. Pupils in Year 3 accurately type out poems and use an illustrated border to improve the presentation of their work. They use a drawing program well to produce a design for a Christmas card linked to their work in design and technology. Pupils in Years 4 and 5 use an English program to extend their keyboard and mouse skills by using word processing to develop a story. They select characters and setting and incorporate clipart to illustrate their text. Pupils know how to change the size and style of the font, although some other techniques for improving the quality of the layout of their work, for example, 'cutting and pasting' different sections are not clearly understood. Pupils confidently load programs from CDs, access a file and then search for information by typing in appropriate instructions. They then save or print the information they need for their work, for example, their Roman topic in history. The scheme of work shows opportunities for the pupils to use adventure programs and control devices such as a turtle on screen.
154. Some pupils in Years 5 and 6 have been trained to use the Integrated Learning System. They know how to log-on using a school code and individual passwords. Pupils use the English and mathematics programs in this system to extend literacy and numeracy skills. They have had some opportunities to use the Internet for researching information for topic work in science, for example, on electricity, and in history. The school plans to use the trained pupils to work with others in their classes to extend their skills and opportunities to use the Integrated Learning System programs. Higher attaining pupils are confident in their use of the Internet and use desk-top publishing programs to illustrate their work or to provide banners and posters for class displays. They use spreadsheets well to load and store data, for example, in a mathematics data handling activity. It is then used well to produce graphs of their results. Pupils, particularly at Key Stage 2, have a sound knowledge of the uses of information technology, including those in banks, shops and hospitals. Some higher attaining pupils express concerns over how the millennium bug may cause many computers to stop and lead to problems, particularly for their parents.
155. Pupils clearly enjoy working on computers. They work well together, co-operating effectively when required. For example, Year 6 pupils help each other on particular word processing techniques and to gain access to the Integrated Learning System programs. They talk knowledgeably about uses of information technology in videos and

microwaves, discussing their ideas and helping one another. They share keyboards well and concentrate effectively in following instructions on screen or when listening to the teacher.

156. There is insufficient evidence to make a secure judgement on the quality of teaching. In the one lesson observed the teacher's focus was on assessing pupils' skills in preparation for further developments when the new resources are fully established. The teacher organised the pupils well to make full use of the limited time available to them. The teacher used good knowledge of the subject to develop pupils' skills, for example, in using different techniques for drawing lines on screen. Concerns over teachers' subject knowledge identified in the last report have been partially addressed. Staff training was arranged by the previous co-ordinator; some staff have undertaken more training in their own time and the headteacher is currently assessing staff training needs prior to implementing the National Grid for Learning resources.

Religious education

157. The standards reached at the last inspection have been maintained. At the end of both key stages standards are close to the expectations of the locally-agreed syllabus for pupils of similar ages in Birmingham.
158. At Key Stage 1 pupils are introduced to Christianity through bible stories from the old and the new testaments. They know stories about the friends of Jesus and Noah's ark and they talk about how Saint Francis was kind to animals. Towards the end of Year 2 they write about Mohammed, outlining the story of his life and they understand what they have to do if they are to be a 'good friend'. This work is built upon and developed at Key Stage 2. Pupils study a wider range of world religions, including Islam, Judaism, Hinduism and Sikhism, as well as Christianity. Older pupils know the main religious festivals such as Easter, Christmas, Diwali and Eid. In a good Year 5 lesson pupils were studying Jesus' teaching through miracles and parables. The higher attaining group clearly understood the meaning and the moral issues they identified in the parable of the growing seed. Through their lessons and their participation in the act of collective worship many of the pupils have a growing awareness of God.
159. From a low starting point at the beginning of Key Stage 1 all pupils, including those with special educational needs and those having English as an additional language, make sound progress. Progress is consistent across each key stage, both in lessons and over longer periods of time as well. Pupils make gains in their knowledge and understanding of Christianity and the other religions they study. Visits to local Christian churches, the mosque and the gurdwara allow pupils to recognise and identify different worship practices, the importance of prayer and the religious books and symbols which are important to each faith. Attitudes to learning are positive and pupils listen attentively and join in discussions, putting forward their own ideas, such as what constitutes a modern miracle. Most pupils use their literacy skills effectively when writing accounts, researching for information and when sharing their ideas with their group or the whole class.
160. Teaching at both key stages is sound. Lessons are carefully planned and delivered and this helps the pupils to progress. In the better lessons work challenges the pupils, for example, when a lower attaining Year 5 group had to describe the marriage at Cana, organising their ideas and presenting them to the rest of the class. Resources are well prepared and ready for use. This helps the lessons to move forward smoothly so that

no time is wasted and pupils' learning progresses at a good pace. In the less successful lessons weak class control inhibits learning and very little progress is made. There is no effective monitoring of teaching and learning. This omission, alongside the lack of assessment, means that governors and the senior management team have limited information, which hinders their ability to plan the way forward in the subject.

164. **Other subjects or courses**

164. **Art**

161. Standards of attainment are close to those expected nationally at the end of both key stages. All pupils, including those with special educational needs and those who speak English as an additional language, make sound progress. In both key stages the pupils competently work in two and three dimensions, using a range of media and simple tools with due regard to safety. They enjoy their work, generally behave well and share resources amicably. Pupils in Year 1 mix paints carefully to make large raindrops in the colours of the rainbow. They make attractive pictures and three-dimensional models of fireworks using a variety of media. By the end of Key Stage 1 the pupils paint careful pictures of different kinds of weather. The pupils study the art of Lowry and work with a visiting artist. In Key Stage 2 the pupils build on their skills and are able to represent what they see and imagine, using pencils, pastels, paint, print, clay, papier-mache, textiles and re-cycled materials. Their work shows increasing attention to detail and their drawings and paintings become more complex. They study the work of artists such as Seurat, Monet and Van Gogh and produce work in similar styles. The pupils develop their painting skills to produce detailed pictures of summer landscapes. They begin to evaluate their own work and that of others in terms of what was intended. There is little evidence of the pupils using information technology to support their learning in art.
162. It is not possible to make secure judgements about the overall quality of teaching. However, it was good in both lessons observed. Clear planning for each year group identifies work in a good range of media and the development of some skills. The subject makes a good contribution to the pupils' cultural development; for example, the pupils study the work of artists past and present, but from a limited range of cultures. The curriculum is enhanced by opportunities to take part in a Millennium Point mural project and visits by a local artist. Throughout the school the pupils use their skills well to support learning in other subjects, for example in science, religious education and history. Mathematical skills such as knowledge of two and three-dimensional shapes are used well to support learning in art.

Design and technology

163. Standards have been maintained at a similar level to that reported in the previous inspection. The pupils' attainment is close to national expectations at the end of both key stages. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress overall. Their skills are appropriately developed, for example when selecting from a range of materials to design and make a calendar in Year 2. They choose tools and materials, for example, scissors, glue and crayons which they will need. Pupils are given opportunities to develop their ideas into a design, for example when making a 'millennium bug' creature in Years 3 and 4. They choose from a sound range of different materials. Pupils describe in detail how their models were made, for example, what techniques were needed to make

paper-mache and to join the different materials together. Opportunities are provided for pupils to evaluate their drawings or models in written descriptions and discuss ways in which they could improve. Food technology skills are developed soundly when Year 3 pupils plan, design and make a salad starter. Pupils use homework well to visit local supermarkets to find the average cost of each item of salad and then plan to spend their allocated amount of money to prepare their starter.

164. Pupils clearly enjoy designing and making and respond very positively to the opportunities to plan and develop their ideas. They listen carefully to instructions, settle quickly to their task and concentrate hard. Pupils co-operate very well together, sharing resources, for example, when using crayons to colour their designs. In plenary sessions they listen carefully to one another's ideas and are eager to share their own.
165. There is insufficient evidence to make a secure judgement about the quality of teaching, but in the two lessons observed it was consistently good. Teachers plan well and are very well organised to ensure that all pupils are quickly and actively involved. They organise their classes very well. Teachers have very good relationships with their pupils and encourage them to work hard and try to succeed.

Geography

166. Standards have generally been maintained since the last inspection. The pupils' attainment is close to national expectations at the end of both key stages. Some improvements have been made to teachers' planning and all aspects of geography are covered appropriately.
167. All pupils at both key stages, including those with special educational needs and those for whom English is an additional language, make sound progress. Early mapping skills are introduced in reception and these are built on soundly at Year 1 when pupils draw a plan of the school, introducing a key. Visits to Middleton in Years 2 and 4 and to Birmingham City centre in Year 6 enable pupils to extend their mapping skills effectively using village and town maps of different scales. Pupils show a sound understanding of their own area, for example, Year 4 pupils explain about the range of shops in Erdington High Street. Many of them use their literacy skills well to produce a good quality brochure describing the area and its main shops and other features. Pupils show an increasing knowledge and understanding of localities beyond their own area. For example, Year 3 pupils use resources well to begin to make simple comparisons between living in different parts of the Caribbean island of Dominica and their own lives in Birmingham. Many use information gained from watching a video and from their own research to describe such features as the mountains, rivers and coastline. Pupils use information technology skills well, for example in Year 6 to find information on rainforests from CD Roms and from the Internet. Year 2 pupils know the different types of weather and how they affect what we wear and see. Some Year 6 pupils know different world climate areas, for example deserts and polar regions. They name some of the main oceans and continents, although their understanding of where they are located is not fully secure.
168. Pupils enjoy talking about the work they have covered and finding out about places which are different from their own local area. They listen carefully to explanations and are very attentive, for example, when Year 3 pupils watch a video. Pupils are keen to respond to questions. They work well together when required, for example, sharing equipment and resources to choose and cut out pictures from magazines.

169. There is insufficient evidence to make a secure judgement on the quality of teaching, but in the one lesson observed the teacher made very effective use of homework to prepare pupils for their work on the Caribbean. Good use was made of a video resource to generate interest. The teacher used questions well to increase pupils' understanding of a different locality, for example 'How far across is the island?' and how it is different from their own area. Good subject knowledge was used to extend pupils' understanding, for example, by providing detailed factual information about the different locality.

173. **History**

170. The standards reached at the last inspection have been maintained. The pupils' attainment is above national expectations at the end of both key stages. Good progress is made at both key stages by all pupils including those with special educational needs and those for whom English is not their first language. Young pupils know about the past and the passage of time. They can identify the difference between old and new irons, clearly identifying how things change. Most pupils can talk about how new irons improve life for people today by being lighter in weight and getting rid of more creases. Older pupils in Key Stage 2 tackle their work with increasing confidence, as in a Year 5 lesson on the Tudors. They use written passages and pictures to find out about lifestyles and trade in towns, successfully identifying different shop signs and explaining how the various tradespeople carried out their work. Many pupils know the significant events in the Tudor period. They can relate these to a timeline, extending their previous knowledge of the period. Pupils use their literacy skills successfully to read, research and to interpret source material, as well as recording their findings appropriately. All of them enjoy history and they concentrate hard because they are interested.

171. Teaching is good at both key stages and this is why the pupils make good progress. Strengths lie in the secure knowledge of the teachers, good planning and organisation and the use of effective questions such as 'Why do they have a large sign with a picture and no words above the entrance to the shop?'. This helps the pupils to link their understanding of the period to their knowledge that most people were unable to read at that time. Books, pictures, videos and photographs are used well so that pupils extend their knowledge, making them keen to find out more. Teachers' enthusiasm for the subject encourages a love of history. A good example occurred in a lesson about Guy Fawkes and the gunpowder plot. Having watched the story and discussed the main points all the class enthusiastically completed their work using the knowledge gained from the video. Good use is made of museum visits, for example, the Black Country museum, which supported work on the Victorians. Pupils talk enthusiastically about these visits which create a greater understanding of what life was like for all classes of people during Victorian times.

Music

172. The school has made sound progress in addressing the weaknesses identified in the last inspection. There are more planned opportunities for pupils in Key Stage 2 to make choices about expression and effect in their performances and to evaluate their work.

173. There is insufficient evidence to make secure judgements about the pupils' attainment and progress, but in the lessons observed good progress in performing and composing was made in by all pupils, including those with special educational needs and English as

an additional language. The pupils know many songs and hymns from memory, such as 'Wake up, wake up', 'Together' and 'In all kinds of weather' and perform them tunefully and with clear diction. Boys and girls sing confidently and rehearse for performances such as acts of collective worship, a Christmas musical and an end of year concert. The pupils in Year 1 confidently use their voices and hands to develop a sequence of music to create the effect of fireworks. By the end of the key stage pupils use percussion instruments well to keep a steady beat and successfully follow a graphic score. Pupils in Year 4 work in groups to explore and use sounds to create a musical interpretation of the poem 'City Jungle' and record their work on a graphic score. Pupils in Year 5 listen to Tudor music and compose simple street cries and music and make good use of their voices and instruments to accompany their work. Higher attaining pupils read traditional notation. At both key stages the pupils have the opportunity to work with The Little Big Time Band, which is part of the City of Birmingham Symphony Orchestra. They listen to a wide range of music from television theme tunes of the Teletubbies, the Flintstones and Coronation Street, to Rhapsody in Blue by Gershwin, the Trumpet Voluntary played on a hose pipe and The William Tell Overture. Many pupils confidently identify the mood created by each piece of music. They learn the names of instruments from the woodwind, string and brass sections of the orchestra and how the sounds are made. This makes an excellent impact on the pupils' attainment.

174. There is no evidence of pupils using computer programs to compose pieces of music or to research information about the subject. The pupils' listening skills are well developed in music; for example, when they learn the words of new songs. Skills in music support learning well in other subjects such as history and religious education. All pupils clearly enjoy the subject, are attentive and generally concentrate well. They are well behaved and work hard to improve their performance.
175. There is insufficient evidence to make secure judgements about the quality of teaching, but in the lesson observed it was good. Clear planning for each year group shows how skills in listening and appraising, performing and composing will be built on as the pupils move through the school, but does not include listening to music from a variety of cultures. The subject is used well to promote the pupils' spiritual, social and cultural development.

Physical education

176. During the inspection the focus was on the areas of activity of dance, gymnastics and swimming. Teachers' planning indicate appropriate coverage of all the required activities. Standards are similar to those reported in the previous inspection and are close to national expectations at the end of both key stages. Standards are higher than national expectations in swimming at the end of Key Stage 2. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress overall. Progress is good in swimming and in aspects of dance, particularly at Key Stage 2. Progress in gymnastics is sound overall, although pupils do not build consistently on what they can do already to achieve high standards in the range and quality of their movements. Although there has been some improvement since the last report in pupils' ability to plan and evaluate their work their skills in this aspect are still not fully developed.

180. Dance

177. At Key Stage 1 younger pupils respond well to rhythm. They follow instructions closely and develop appropriate movements, although the range and use of contrast in speed and height are not effectively developed. They demonstrate some good, imaginative dance ideas, for example, when Year 1 pupils interpreted a "mood of happiness". This effective interpretation of music is extended well at Key Stage 2, for example, when Year 5 pupils show good, imaginative ideas to develop a short sequence of robotic movements. They demonstrate very good control and co-ordination and use a broad range of movements with effective changes in height and use of different body parts.

181. Gymnastics

178. Pupils show a broad range of travelling movements in gymnastics. They move well around on the floor and on apparatus, using different body parts to take their weight and showing effective changes in speed and height. For example, Year 3 pupils use a broad range of different types of jumps, taking off and landing on one foot or two feet. Some pupils include a change of direction or a different body shape in their jump before they land. However, few pupils are able to retain good control, particularly on landing. Most Year 6 pupils develop a short gymnastics sequence on the apparatus, effectively combining travelling and balancing movements. The quality of individual movements improves following direct teacher support and focus. However, there is limited progress on improving the quality of the linking movements to ensure a smooth and higher quality movement sequence. Although pupils evaluate their own performance and identify ways in which they can improve its quality, opportunities are not frequently offered to other pupils to suggest ways in which higher standards can be achieved.

182. Swimming

179. The inspection of this school included a focussed view of swimming which is reported below. During the inspection Year 4 pupils were in the last of eight weekly swimming sessions based at Erdington swimming pool. The focus of this final session was on assessment as higher attaining pupils tried to achieve certificates for 25 metres, while others were assessed to see if they could swim for five or ten metres. Observation of the Year 4 swimming lesson, talking to staff and pupils and looking at the results of the local authority's swimming award scheme show that standards are just above national expectations at the end of the key stage. Fifty per cent of the current Year 6 pupils have

already achieved their 25 metres certificate and they have yet to receive their swimming sessions for this year. A similar proportion of pupils in the current Years 4 and 5 have also gained that achievement award.

180. Just under half of the Year 4 group of pupils are confident swimmers, showing good stroke technique, particularly on front and back crawl where good leg action is used well to maintain speed. A smaller proportion of the group have a sound breast-stroke technique with less effective leg action. Lower attaining pupils or non-swimmers are given appropriate opportunities to develop their water confidence and swimming skills. They are taught in a smaller group and use flotation aids well to improve their body position and develop either their arm or leg action. Pupils have a good awareness of water safety, with clear instructions given on the dangers of playing in or near water and the principles of water survival. There was insufficient evidence to give an overall grade for the quality of teaching as most of the teachers' time was used to assess pupils' performance. Teachers plan in detail for each session with effective evaluations providing information for the next week's activity. They organise their groups well and make good use of the limited thirty minutes water time. Assessments are made in swimming at the end of each activity block and are used to inform planning at the start of the next year's swimming sessions. This is the only area of activity in which the school has developed formal procedures to assess pupils' ability in physical education. The arrangements for swimming are generally sound and the school has included Year 2 in its programme, largely at the request of parents. Transport costs are quite high and as the company providing the coach has to fit other schools into its schedule, pupils have to wait approximately ten minutes before gaining access to the changing cubicles.
181. Pupils' response to physical activities is generally good. They listen carefully to instructions, either from the teacher or from a taped broadcast, and try hard to complete the activity. They co-operate well together, for example, when Year 6 pupils work in pairs to develop a gymnastics sequence. They are aware of the need for individual space and move safely around the hall. Pupils show an appropriate sense of safety when getting out equipment. On occasions a small number of pupils do not respond positively and their noisy and inattentive behaviour make it difficult for others in the group to hear instructions.
182. The quality of teaching in physical education is sound overall, although with some variation in quality, particularly at Key Stage 2. It is sound at Key Stage 1. The quality of teaching is good in a quarter of lessons at Key Stage 2, sound in half of lessons and unsatisfactory in a further quarter of lessons. In the best lessons teachers organise their lessons well. They plan in detail and make effective use of resources, for example, by using interesting music and controlling it appropriately to ensure that pupils have listened very carefully to its beat. Teachers use demonstrations well to illustrate ideas and recognise achievement, for example, in a Year 5 dance lesson to focus on the movements of robots. Teaching is less successful when opportunities are not given to evaluate pupils' performance and identify ways in which they can improve its quality. Teaching is unsatisfactory when the pace of the lesson is not sustained and pupils are given limited opportunities to be physically active. This leads to inattentive behaviour by some pupils and lower standards being achieved.

PART C: INSPECTION DATA

186. Summary of inspection evidence

183. The inspection team consisted of four inspectors, one of whom was a lay inspector. The team spent a combined total of 15.5 days altogether gathering evidence and during the inspection 57 lessons or sessions were seen. The total time spent in observing lessons was over 56 hours. Discussions with pupils also took place during lessons and at other times. Specific discussions with pupils representing different age and ability groups contributed to evidence of attainment, for instance, in reading. Samples of pupils' work from each year group were examined separately and during the daily activities in the classroom. Other evidence was drawn from displays of work, records and reports. Discussions were held with members of staff, both teaching and non-teaching and governors. A wide range of documentation provided by the school was also scrutinised. The views of parents on aspects of school life were obtained in a specific meeting arranged for this purpose and by means of a questionnaire. Eleven parents attended the meeting and 10 per cent returned completed questionnaires.

DATA AND INDICATORS

Pupil data

YR – Y6	Number of pupils on roll (full-time equivalent) 212	Number of pupils with statements of SEN 4	Number of pupils on school's register of SEN 45	Number of full-time pupils eligible for free school meals 60
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Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	9
Number of pupils per qualified teacher	23

Education support staff (YR – Y6)

Total number of education support staff	6
Total aggregate hours worked each week	112

Average class size:	30
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Financial data

Financial year:	1998/1999
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	£
Total Income	415,034
Total Expenditure	411,167
Expenditure per pupil	1,921
Balance brought forward from previous year	13,831
Balance carried forward to next year	17,698

PARENTAL SURVEY

Number of questionnaires sent out:	209
Number of questionnaires returned:	21

Ten per cent of parents returned completed questionnaires

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	38	52	0	10	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	19	76	0	5	0
The school handles complaints from parents well	19	43	28	10	0
The school gives me a clear understanding of what is taught	24	57	9	10	0
The school keeps me well informed about my child(ren)'s progress	24	52	14	10	0
The school enables my child(ren) to achieve a good standard of work	24	67	9	0	0
The school encourages children to get involved in more than just their daily lessons	19	52	19	0	10
I am satisfied with the work that my child(ren) is/are expected to do at home	24	52	19	5	0
The school's values and attitudes have a positive effect on my child(ren)	24	57	14	5	0
The school achieves high standards of good behaviour	24	57	9	5	5
My child(ren) like(s) school	38	57	0	5	0

Other issues raised by parents

Excessive use of worksheets.