

INSPECTION REPORT

JERVOISE JUNIOR and INFANT SCHOOL

Weoley Castle, Birmingham

LEA area: Birmingham

Unique reference number: 103218

Headteacher: Mr F Jewitt

Reporting inspector: Mr M Carter
20714

Dates of inspection: 22 – 25 May 2000

Inspection number: 188138

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 with Nursery
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Jane Smith
Date of previous inspection:	24 June 1996

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Mike Carter	Registered inspector	Music	What sort of school is it? How high are standards? How well are pupils taught? How good are the curricular opportunities? How well is the school led and managed?
Nina Elmer	Lay inspector		The pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Joyce Taylor	Team inspector	Under fives Art Geography	Staffing accommodation and resources Equal opportunities
John Turnock	Team inspector	English Religious education	Provision for spiritual, moral, social and cultural development.
Ian Chearman	Team inspector	Mathematics Physical education	Assessment Special educational needs English as an additional language.
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves a residential area of established, largely local authority provided housing in a suburb in the south-west of the city of Birmingham. With 392 pupils registered on roll, the school is larger than many of its type. Forty-eight of these children attend the full-time nursery classes. Pupils join the reception classes in the September before they are five. Most leave the school at the age of eleven; however, there is a significant number of pupils leaving and joining the school during the primary years. A smaller than average number of pupils come from ethnic minority backgrounds and a very few pupils are at an early stage of learning English as an additional language. Socio-economic indicators for the area are less favourable than average and over 50 per cent of the pupils are entitled to free school meals. There are 160 pupils entered on the register of special educational needs and this represents 41 per cent and is well above average. Nine of these pupils have a statement and this is more than is usually found. The attainment of pupils is assessed in the reception classes and these assessments indicate that attainment is generally close to average and has improved slightly over the last four years.

HOW GOOD THE SCHOOL IS

This is a caring school where the pupils' welfare is promoted well and they develop good attitudes. The attainment of older pupils is well below the average for similar schools in mathematics and science particularly. There is a strong desire and a number of systems to raise standards. The quality of education and especially of teaching has improved since the last inspection, although there are still some weaknesses. Governors, the head and other teachers are actively involved in strategies to raise standards. Some of these have been insufficiently effective. The school's policies endeavour to ensure each child has equal opportunities. The views of many help to identify the priorities for development, which the governors then match against the available funds. Although the expenditure for each pupil is above average, the school provides satisfactory value for money.

What the school does well

- There has been good improvement in the quality of teaching, especially for pupils under seven years old.
- The provision made for the pupils' spiritual, moral and social development is good.
- The provision made for pupils under five.
- In information technology the provision and standards have improved significantly and are now good.
- The school makes good provision for the many pupils with special educational needs.
- Provision for the pupils' personal, social and health education is good.
- The pupils' attitudes to school and to their learning are good and positively support their progress.

What could be improved

- Attainment in English, mathematics and science in Key Stage 2.
- The effectiveness of the roles and powers of curriculum co-ordinators and other senior teachers.
- The impact of the outcomes of monitoring and evaluation procedures.
- The use of daily assessments to help planning of well-matched work for pupils of different attainment.
- Consistency in the amount of homework and the information that parents receive about it.
- Attendance is lower than average and affects the learning of some pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since then the overall performance, as judged from the results of the statutory Key Stage 2 National Curriculum tests, has risen slightly and just in line with

improvements nationally, but still remains low and below that of similar schools. At the end of Key Stage 1 the improvement has been better and here the school's performance is now above the average of similar schools. Attainment has improved in a number of subjects in both key stages but insufficiently so in the core subjects of English, mathematics and science at the end of Key Stage 2. A number of initiatives were set up as a result of the last inspection. The curriculum is now planned fully but its breadth and balance are insufficiently monitored to check that it is taught in line with the school's policy. The quality of teaching has significantly improved throughout the school and there are far fewer unsatisfactory lessons. Attainment in English has improved in Key Stage 1 but is still well below the national average. Attainment in English in Key Stage 2 has improved slightly over the last four years but remains well below the national average although it is now average compared with similar schools. A number of good initiatives have been employed by the school's leadership and management to make improvements, especially in the monitoring of the pupils' work, of teachers' planning and of the quality of teaching. The impact of some of these has been limited by a lack of follow up and task completion and by uncertainty in some roles and responsibilities. There is now a better climate for improvement and, overall, the school's improvement since the last inspection is satisfactory with a sound capacity for further development.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	All schools			Similar schools	
	1997	1998	1999	1999	
English	C	E*	E	C	very high A* well above average A above average B average C below average D well below average E very low E*
mathematics	D	E*	E*	E	
science	D	E*	E*	E	

These results are based on pupils who have since left the school. They show that in mathematics and science the school's performance is in the lowest five per cent of schools nationally. While standards in English are well below the national average, they are average in comparison with schools having pupils from similar backgrounds. The attainment of the pupils presently near the end of Key Stage 2 is little improved in these three subjects but there are a number of initiatives to raise standards. The attainment of pupils at the end of Key Stage 1, as shown in the National Curriculum tests for 1999, was below average nationally in reading, writing and mathematics. However, when compared with schools having pupils from similar backgrounds this was above average in writing and mathematics and well above average in reading. In both key stages the results of these tests have fluctuated over the last four years but the trend has been upwards, especially in Key Stage 1. The school's targets for the pupils' overall attainment are matched to what is known of individual pupils' attainment with a degree of added challenge and they show a modest rise over the next two years. In other subjects in Key Stage 2 the pupils' learning is satisfactory generally and in information technology and religious education it is good. In Key Stage 1 standards are good in information technology and the learning has improved in several subjects since the last report. The pupils' attainment on entry to the school is close to average and this has risen over the last four years. However, the number of pupils leaving or joining the school at times other than the usual ones has risen and the proportion of pupils with special educational needs has also risen to double the national average. Taking these factors into account, the pupils' achievement is satisfactory for pupils under five and in Key Stage 1 but unsatisfactory in Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are happy and enjoy taking part in the activities organised for them.
Behaviour, in and out of classrooms	Satisfactory. The school is orderly and most pupils are polite and friendly. Occasionally some pupils disrupt learning in lessons.
Personal development and relationships	Satisfactory. The pupils are helped to mature well although there are few opportunities for pupils to take responsibility for themselves or others.
Attendance	Unsatisfactory and affected by a minority of families whose children have poor attendance.

Most pupils have positive attitudes to their learning and these help them to maintain interest in the lessons. The large number of pupils with special educational needs are supported well and this helps them to mature, have self-esteem and respect for others. Behaviour in lessons is often good and only in the classes with pupils of Years 3, 5 and 6 does weak behaviour sometimes distract learning. Most pupils are friendly and polite but a small minority has a high number of unauthorised absences, significantly affecting their learning and the school's attendance rates.

TEACHING AND LEARNING

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

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

The teaching is good overall with nearly half the lessons of good quality and a few of very good quality. A slightly smaller number of lessons are satisfactory and less than one in twenty is unsatisfactory. This is a considerable improvement from the last inspection when over a third of lessons were unsatisfactory. The teaching of English and mathematics is satisfactory overall in Key Stage 2 and good in Key Stage 1. The National Strategies for Literacy and Numeracy have been effectively introduced and lessons are satisfactorily planned in these subjects. In Key Stage 1 such basic skills are well taught but in Key Stage 2 the situation is unsatisfactory, often because learning is not matched well to the pupils' needs. There is also some degree of under-expectation generally, often because there have been too few daily assessments made to identify clearly the pupils' stages of learning. However, pupils with special education needs are well provided for and receive good support. Homework is not well used to support the pupils' learning and is inconsistent between classes. However, overall the pupils' learning is good for those under five and in Key Stage 1 and satisfactory for those in Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound. A broad and balanced curriculum is planned but there is some insecurity in practice due to the lack of outcomes from the monitoring of plans and the timing of subjects.

Provision for pupils with special educational needs	Good. Pupils are well supported in overcoming their particular learning difficulties.
Provision for pupils with English as an additional language	Good. These pupils soon overcome any communication difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The spiritual, moral and social provision is good and that for cultural development is satisfactory.
How well the school cares for its pupils	Satisfactory overall. Pupils' welfare is well promoted and, for example, child protection procedures are good. However, the monitoring and recording of pupils' academic performance are less strong.

Overall, the school's partnership with parents is satisfactory. Parents agree that it is easy to approach the school with questions or problems. The pupils' welfare is strongly promoted but individual pupils' academic progress is often not recorded in sufficient detail to help identify what they need to learn next in working towards the next National Curriculum level. There is an appropriate curriculum planned and this has improved since the last inspection; however, subject co-ordinators do not monitor the balance of time actually spent on different aspects. Many lessons and assemblies have good spiritual elements but cultural dimensions are less strongly promoted.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. There are some good initiatives for improvement but often these have not been carried through to make sufficient impact and there is a lack of clarity about roles and responsibilities.
How well the governors fulfil their responsibilities	Good. Several governors are regular visitors, contribute to the governing body's view of decisions made and ensure that requirements are met.
The school's evaluation of its performance	Unsatisfactory. While the school uses some performance data to help set targets, this is limited in effect because procedures have lacked impact. Although some lessons are monitored, there is no statutory system in place for the appraisal of teachers.
The strategic use of resources	Satisfactory. The governing body is concerned that the school's income is used to meet the pupils' most important educational needs.

There are an adequate number of teachers and other staff. The accommodation is spacious and largely facilitates learning although there is no grassed field area provided for team games. There is a satisfactory supply of learning resources and they are generally used effectively. These have improved since the last inspection. There is a climate of desire to raise standards, especially in Key Stage 2, but this is frustrated by a lack of clarity about which roles have sufficient powers to ensure that the school's improvement initiatives are effective. However, there are leadership strengths in the care and attention paid by the headteacher, administrative and other staff to the welfare of individual pupils and their family needs. The governors are aware of the main needs identified in the development plan and apply the principles of best value where appropriate to the school's expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The children like school.• Parents find it easy to approach the school and discuss issues.• The school helps the pupils to progress and mature well.• The teaching is largely good.	<ul style="list-style-type: none">• The consistency of homework.• The behaviour of a minority of pupils.• Information about the progress of the children.• The range of extra-curricular activities.

Parents are largely very supportive of the school. Inspection evidence found the school to be generally popular amongst its parents and pupils and open and friendly to visitors. The school is very mindful of the pupils' welfare and the teaching is good for the younger pupils and satisfactory for those in Key Stage 2. Homework is not consistently set nor is it sufficiently effective in supporting the pupils' learning. Behaviour is satisfactory overall. Most pupils are polite and helpful and the school is orderly and purposeful. The information that parents receive about their children's progress is similar to that found in many schools and meets requirements. There is a sound range of extra-curricular activities and some teachers work hard to provide these.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The pupils achieve satisfactorily in Key Stage 1 but in Key Stage 2 their achievement is unsatisfactory and this is partly because of a number of inhibiting factors such as the proportion of pupils with special educational needs and of those moving schools. The pupils' attainment at the end of Key Stage 2, as shown by the National Curriculum tests of 1999, is well below average because fewer pupils than usual achieve the expected standards in English, mathematics and science. Overall, based on a points system used nationally, the trend in the school's average points was broadly in line with the national trend over four years. However, in 1997 results were unusually high in Key Stage 2. In 1999 the average points score of eleven year olds was well below that of schools with a similar intake. However, in English it was close to the average of these schools. In all three subjects the proportion of pupils with high attainment was below the average for similar schools. The results of the Key Stage 1 National Curriculum tests for 1999 show that attainment in reading, writing and mathematics was below the national average but above the average for similar schools and well above in reading. The number of pupils having high attainment was similar to the norm and this is well above what is usual for similar schools. However, there was a higher than usual number of pupils who only just achieved the expected level in these subjects. These results indicate that Key Stage 1 standards overall have risen since 1997 when they were particularly low. The difference between the attainment of boys and girls is similar to that found nationally in Key Stage 1 and much less than this in Key Stage 2.

2. On entry to the Nursery most pupils have below average levels of competence and more than usual have particular difficulties in speaking well. By the time they are five and learning in the reception classes, a majority has attainment in the appropriate areas of learning that is close to the average and showing considerable improvement. Nevertheless, a much larger than usual number of the children have special educational needs. The pupils' attainment at age five varies with each group but has improved over the last few years, as shown from the baseline assessment tests that the school carries out. Inspection evidence also points to average performance of pupils at age five. Through Key Stage 1, the pupils make satisfactory progress generally and by the end of Year 2 their attainment as shown in the National Curriculum tests of 1999 was below average. For present Year 2 pupils it is close to average overall. This represents satisfactory achievement and is a better picture than most similar schools.

3. In Key Stage 2, the pupils' learning is satisfactory overall with some weaknesses in English, mathematics and science. However, in Years 5 and 6 it is more often unsatisfactory and by the age of eleven standards are unsatisfactory with too few pupils achieving the expected level as shown in the National Curriculum tests for eleven year olds. Far fewer pupils than usual achieve high standards. In English this performance is average for similar schools and well below average in mathematics and science. These standards are reflected by inspection findings of the present pupils in Year 6. Learning in some lessons, such as in speaking and listening, mathematics and science, is sound but insufficient to overcome the difficulties of many and consequently standards have not improved enough and in these subjects they remain low. Targets for the proportion of eleven year olds achieving the expected level for English and mathematics were reached and exceeded in 1999. Targets for 2000 are higher for mathematics and appropriately lower for English where there is a greater number of pupils with special educational needs.

4. Few of the older pupils have high attainment and their progress is limited because teachers do not have high enough expectations. The high proportion of pupils with special educational needs has a depressing effect on standards and this is compounded by the number of pupils who move schools and by a minority of lessons in which weak behaviour interrupts learning. Pupils in Key Stage 2 are gaining basic skills in numeracy and literacy lessons but sometimes these are not sufficiently well matched to their prior skill levels.

5. In information technology in Key Stage 1 the pupils achieve well and standards have improved considerably since the last inspection. They have also improved in Key Stage 2 and now meet national expectations. Standards in religious education are sound throughout the school. In geography learning is good in Key Stage 1 but unsatisfactory in Key Stage 2. In the other subjects of art, design and technology, history, music and physical education, the pupils achieve standards that are similar to those found nationally and their learning is satisfactory. There have been improvements in the standards of many subjects in Key Stage 1. This is especially marked in information technology but in English, mathematics, science, art, design and technology, music and physical education there are also notable improvements. In Key Stage 2 there have also been significant improvements in information technology and some in art, design and technology, music and physical education.

6. Pupils with special educational needs reach good standards of attainment against the learning targets set for them in their Individual Education Plans. Progress is good as seen in the reviews of these plans and in their class work against the targets set. The pupils are keen to learn and most take full advantage of the good opportunities offered by the school. Appropriate targets are usually set across foundation subjects but sometimes pupils are withdrawn and may miss important learning.

Pupils' attitudes, values and personal development

7. Pupils are happy arriving at, and leaving, school and this reflects the parents' views that the children enjoy school. They enjoy taking part in activities organized for them and are particularly keen to participate in group and class discussions, showing a confidence to offer and accept opinions. Some pupils attention is less focussed when they are required to work independently. Pupils' behaviour is satisfactory overall. Behaviour in lessons is often good and pupils conduct themselves well moving around the school and out on educational visits. Only in classes with pupils of Years 3, 5 and 6 does weak behaviour sometimes distract learning. Most pupils are polite, friendly and respectful, they are helpful and courteous to visitors. The attitudes of pupils with special educational needs are mostly good towards their learning. They work and co-operate well within groups in the classroom or those they join in support areas. Pupils who have targets set to deal with emotional or behavioural difficulties are monitored carefully by the headteacher and the behaviour co-ordinator.

8. The pupils' personal development is satisfactory overall, they form good relationships with their teachers and peers and are helped to mature well through activities planned for them, such as visiting the Council House to use the debating chamber or visiting local companies in connection with their topic work. Some pupils act as door monitors, return class registers and lay out resources but there are few real opportunities for them to take responsibility for themselves or others. Levels of attendance for the whole school are below those expected nationally. Some children from a minority of families consistently record poor attendance. Another contributory factor to attendance statistics are those pupils receiving educational support off site who are marked as absent.

9. Registration procedures have improved since the last inspection. Registers are marked accurately and efficiently and closed promptly. A number of pupils arrive late for school and those arriving after registers are closed are marked absent for the period. Their arrival time is recorded by the administration staff. Unsatisfactory attendance and late arrival at school have an adverse affect on pupils' achievement and progress.

HOW WELL ARE PUPILS TAUGHT?

10. The teaching is good overall with nearly half the lessons being of good quality and one in twenty-five being very well taught. Another one in twenty-five is unsatisfactory but the remaining lessons are satisfactory. This profile is a significant improvement upon the one found at the time of the last inspection

when over a third of lessons were unsatisfactory, especially in Key Stage 2. It is also slightly better than the national picture. The teaching of pupils under five is largely good. However, teaching is best in Key Stage 1, where well over half the teaching is good and one in ten lessons is of very good quality. In Key Stage 2 a large minority of lessons are well taught and a small number are of very good quality. However, the largest number are of satisfactory quality and all the unsatisfactory teaching is located in this key stage.

11. Teaching is good for the pupils under five where planning is from the Desirable Learning Outcomes. It is also good in Key Stage 1 for all the subjects except history, music and physical education where it is satisfactory. In Key Stage 2 teaching is good in information technology and religious education. In the other subjects of English, mathematics, science, art, design and technology, music and physical education it is satisfactory. In geography and history there was insufficient evidence to judge. The quality of teaching has improved in the majority of subjects, particularly in Key Stage 1. Literacy and numeracy skills are well taught in Key Stage 1 and for children under five but there are unsatisfactory elements of this teaching in Key Stage 2. To some extent the lower quality of teaching in Key Stage 2 accounts for the lower comparative standards but other factors, such as pupils changing schools and some weaker behaviour, also impact on the progress and achievement of the pupils.

12. Throughout the school teachers are keen to raise standards and some improvements have been effective. For example, teachers' medium-term planning helps to provide clearer objectives in the curriculum than at the time of the last inspection. Short-term planning for literacy and numeracy lessons follows appropriate formats that help promote the learning desired and work for different groups of pupils. For all other lessons a weekly sheet is completed that has too little space for objectives, National Curriculum targets, the work of different groups or assessments. Planning has improved since the last inspection but short term planning is still insufficiently helpful and is presently difficult to monitor. The impact of the medium-term planning has been to promote balance within the teaching of the curriculum, for example, in mathematics where the pupils' work is from a range of aspects of the subject. However, there is a lack of certainty due to monitoring that is not followed up. The short-term planning, while improved, provides insufficient emphasis on National Curriculum targets and on what the pupils already know or do not know. Consequently, in the less successful lessons, the work is not accurately matched to pupils' prior attainment or to their National Curriculum learning needs. Furthermore, in these lessons the work for pupils of higher attainment is insufficiently different and their progress is limited.

13. However, the pupils with special educational needs have well-structured Individual Education Plans. Work is set to meet the targets in these plans and teachers regularly consult with the special educational needs co-ordinators to evaluate progress towards set targets. These pupils are often taught individually by one of the three co-ordinators after being withdrawn from their class. This teaching is of good quality and shows very good subject knowledge. Good questioning techniques are used to guide and consolidate learning, marking of work is evaluative and expectations are high. The work challenges the pupils at an individual level. Assessment is used to determine the success levels in learning and to inform teaching strategies and good records of progress are kept that inform planning and assessment. Resources are used very effectively except for information technology. Classroom assistants have good skills to support pupils with special needs and the teachers' organisation in planning and organising their role in the classroom is usually good. However, they are insufficiently used to support assessment by observation during teacher-led oral sessions. Class teachers are aware of pupils' special educational needs and in whole-class discussions in Key Stage 1 questions are carefully framed to challenge these pupils appropriately. This is not consistently so in Key Stage 2. Overall, class teachers throughout the school make good provision for pupils with statements of special educational needs by amending the work to match their capabilities and monitoring their progress towards the targets set for them. This helps to ensure that statements are implemented. The teachers contribute to the reviews, but do not keep detailed records of progress for pupils at the first stage of special educational need.

14. The teachers' knowledge and understanding of the subjects they teach is satisfactory overall. In many instances there is a good understanding of the curriculum and of pupils' common errors. In a small

number of lessons, however, this is unsatisfactory, for example, in science at the upper end of Key Stage 2 and in music in Key Stage 1, where the teachers make good efforts to overcome this weakness. The music specialist employed to teach the juniors helps these teachers to gain more knowledge of the subject. Teachers' expectations of the pupils' learning are good for pupils under five and for those in Key Stage 1. For example, in a lesson for pupils of Year 2, the pupils extended their use of doubling as an aid to addition. The higher-attaining pupils went on to calculate the money value of their names when each letter was given a different value. However, in Key Stage 2, expectations are often unsatisfactory. This is sometimes because teachers do not plan the work at a sufficiently challenging level, especially for higher attainers, and sometimes because they are not aware of the prior level of knowledge and understanding that pupils have. For example, in a mathematics lesson for pupils of Year 5, the mental session did not help pupils to extend their own methods of calculation and in another lesson the scientific language used was too difficult for the majority of pupils to understand. Assessments are not used enough in Key Stage 2 to enable teachers to plan accurately the next lesson at the level needed or to amend the work sufficiently to challenge higher attainers. Consequently, the pupils' acquisition of new skills and understanding is sometimes limited.

15. In most lessons in Key Stage 1 and for under fives the pupils' behaviour is sound and the teachers manage classroom procedures well. In most of the lessons observed the teachers use methods that are sufficiently motivating and the pupils maintain interest and concentration. Occasionally they interrupt when they are keen to answer questions in whole class-sessions but such incidents are usually well dealt with by the teacher. This interest and the sound learning climate helps the pupils work at a good pace and sustain interest through asking questions. In Key Stage 2 overall class management is satisfactory. Many lessons are designed to have an appropriate variety of activities with methods suited to the content. In some subjects visits and visitors make a significant enrichment to the pupils' learning and help them to think for themselves and to maintain interest well. However, in a few classes, the pupils' behaviour is weak and is allowed to distract learning. A number of strategies are being promoted to help teachers overcome these problems but they are not consistently used yet. However, this does slow the work in some classes and reduces the pupils' concentration and effort. Consequently, the presentation of work is often weak and pupils make too little effort. High standards have been insufficiently required.

16. Most teachers help the pupils to use the skills they have gained in literacy and numeracy lessons to enhance their learning in other subjects. This is also in information technology where the school has some appropriate software to support and enhance the gaining of skills, of information and in presentation of their work in other subjects. Teachers in Key Stage 2 identify particular pupils for extra lessons in basic skills that are taught using the computer suite and appropriate programs. This teaching is effective but has had little time to make an impact on the use of these skills in other lessons yet. Homework is not used effectively in Key Stage 2. Parents are often not clear about how much is set or by when it is to be completed. Although some parents are not supportive of the school's efforts to enhance learning at home, others throughout the school would like greater communication through reading diaries or other means to encourage pupils to extend their work at home. Overall, the learning and progress that pupils make in Key Stage 1 and for children under five is good and in Key Stage 2 it is satisfactory.

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

17. The curriculum as planned is broad, balanced, relevant to the pupils' needs and meets the present statutory requirements. It has improved in its planning and balance since the last inspection. The amount of time spent overall on learning is slightly greater than in the average school. English and mathematics receive slightly more time than average while science and some other subjects receive slightly less. However, the planned balance is satisfactory although subject co-ordinators have few means by which to monitor the time spent on the subject or the balance of emphasis on different aspects of the subject. There is no long-term overview of the pupils' curriculum experience. The National Literacy and Numeracy

Strategies are having a positive effect on the pupils' curriculum and they also are helping in the provision for other subjects. Extra teaching of basic skills takes place through schemes for Additional Literacy and Independent Learning, through computer programs. These make a good contribution to the school's provision for low attainers. However, these pupils are often withdrawn from important parts of lessons and, despite the sensitivity of staff, this sometimes affects these pupils' curriculum entitlement or the concentration of others in the class.

18. There are only two pupils who require provision to learn English as an additional language. This is well organised by the special educational needs co-ordinators and other teachers. Appropriate resources are drawn from the external agencies to meet these pupils' needs. There are systems to extend the provision, should the level of need increase. The planning and curriculum for pupils under five is sound and appropriately uses the Desirable Learning Outcomes as a guide. In the reception classes aspects of the National Curriculum for English and mathematics are used with planning from the Literacy and Numeracy Strategies where appropriate.

19. The school meets the statutory requirements in its provision for pupils with special educational needs well. These pupils usually receive a broad and balanced curriculum but there are occasions when pupils miss parts of important subjects, such as religious education, and occasionally assemblies when withdrawn for additional teaching. Contacts with external agencies are good and key staff are well informed about the pupils' particular needs. Documentation shows that annual and transitional reviews of pupils' statements meet the requirements. The stated pupils receive teaching directly related to their needs. There are good strategies in place for pupils with behavioural difficulties and a new policy is shortly to be introduced.

20. The curriculum is enhanced well by visits and visitors. For example, during the inspection older pupils visited a museum and enriched their learning in history and art. In some subjects topics are taught that link a number of subjects, providing greater interest. There is a sound number and range of extra-curricular clubs provided, which are well supported and often involve sporting activities.

21. Since the last inspection opportunities for pupil's spiritual development have improved. The provision is now good. Time for reflection is a regular feature of the daily collective act of worship and is evident in religious education lessons. Spiritual awareness is fostered in science, literature, music and art. Educational residential visits give good opportunities for pupil's spiritual development. Inspection evidence found spiritual awareness to be equally strong in both key stages. The collective act of worship is planned in sufficient depth to ensure that themes cover important religious festivals and events. However, there are still insufficient opportunities for the older pupils to show initiative in school and pupils' cultural development is limited.

22. Pupils with special educational needs and those for whom English is an additional language participate fully in the spiritual, moral, cultural and social life of the school. During the daily collective act of worship, the lead teacher talks about the local school environment and encourages the pupils to appreciate the beauty of the created world. For example, chosen themes for assembly include apple blossom, frost on the trees, the weather and issues relating to the local community. Good use is made of artefacts to illustrate themes and topics during assembly. For example, a 'Big Book' was used to illustrate a story about sunrise and sunset in Africa and the features that constitute a perfect place. On another occasion when discussing the relationship between humans and animals, a model ramp was used to demonstrate how hedgehogs escape when trapped under a cattle grid. Bible stories, singing, listening to music and the school prayer are features of assemblies. There are good opportunities for quiet reflection. Visitors to the school include the vicar and a member of the Jewish community. The pupils attend the local church from time to time to celebrate festivals. The school encourages the values of fairness, responsibility and consideration for others and actively promotes the pupils' self-esteem and self-awareness. Birthdays, out of school football achievements, best attendance and good work are celebrated

during assembly. The staff work hard to promote knowledge and insights into pupils' own beliefs and values and those of others.

23. Provision for moral development is good. The teaching and non-teaching staff are very effective in promoting the difference between right and wrong in daily classroom activities as well as in the daily collective acts of worship. Through stories and discussions in 'circle time' pupils have good opportunities to talk about issues that concern them and the place of the school in the local community. For example, in a religious education lesson, pupils express their relationship between humans and animals and ethical issues relating to their environment. The school code of conduct is effective and underpins the school's aims and philosophy. The rewards system is celebrated during the collective act of worship. Classes in both key stages interpret the school's code of conduct through adoption of their own class rules. The pupils have a strong sense of responsibility and care for the school environment. They walk around the school corridors in an orderly fashion, they are polite and friendly to visitors and the vast majority behave well in classrooms and in the playground. All staff provide good role models and they have good relationships with the pupils, who in turn generally relate well to one another.

24. The provision for the pupils' social development is good overall. The school provides a secure and happy environment in which pupils feel a sense of purpose and where their self-esteem is well promoted by the staff. The school actively encourages pupils to take part in team games to enable them to develop social skills, a sense of responsibility and fair play. There are good opportunities for pupils to work together during English, mathematics, science, music, religious and physical education lessons. They show respect for one another's opinions and beliefs during 'circle time' and in religious education lessons. Although the pupils are encouraged to take initiatives when selecting material for certain activities and as 'Helper of the Week', there are still too few opportunities for them to take responsibility, particularly at the end of Key Stage 2. The school is a caring community where values and positive attitudes to work are promoted by the teaching and support staff. Pupils contribute to the local community, for example, when they entertain the senior citizens at Christmas.

25. Provision for the pupils' cultural development is satisfactory overall. The local vicar visits the school to lead assembly and the school is actively building relationships with the Jewish and Islamic community. Pupils visit museums and take part in residential visits. In religious education lessons artefacts are used to good effect when pupils are studying aspects of the major world faiths. Visiting artists have led a history workshop based on the Tudor period and there is a range of musical instruments to represent other cultures and traditions. Although pupil's cultural awareness is promoted through the celebration of Christian festivals and those of other faiths through religious education lessons, the multicultural aspects of education are underdeveloped overall. The library in Key Stage 2 has a limited number of multicultural books and there are limited opportunities for pupils to visit places of worship other than Christian.

26. The school has a number of well planned initiatives to promote quality of learning within the wider community. With support from the Education Business Partnership the school's link co-ordinator worked with a teacher from another school to produce a Big Book containing the government's recommended 45 High Frequency Words. Visitors to school contribute to curricular activities. For example, a recent project was supported by the local police who worked with pupils using finger-printing to support a mathematics lesson. The school takes full advantage of the wealth of resources in and around Birmingham for all the pupils' benefit and enjoys very good relationships with external agencies such as the Educational Support Officer and Social Services and are acknowledged as being co-operative. Links with other schools and colleges are well established. For example, a local college assisted with a course run for parents in school "Support Your Child Through School" and future courses are planned. Procedures for pupil induction and transfer are appropriate and pupils are well prepared for the next stage of their education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. This aspect of the school's responsibility is satisfactory overall. Pastoral care and welfare are good. Security has been improved since the last inspection with the erection of a perimeter fence. Access is controlled and all visitors have to report to the reception area where a CCTV system operates. Child protection procedures are good and the school has adopted local guidelines. Teaching and non-teaching staff are familiar with procedures and pupil care is well monitored by sensitive and caring staff, especially the secretaries and the headteacher, who often spend large amounts of time in helping individual pupils or their families. The school is well supported by external agencies. Health and safety are promoted well and risk assessments are carried out with recommendations implemented. With support from the local education authority, fire service and police, the pupils' health, safety and welfare are regularly reviewed by staff and governors. For example, as a result of the most recent risk assessment, the school corridor is to be carpeted.

28. Pupil's personal and social education is good. There is a new policy for personal, social and health education which has been developed with assistance from the health education authority. The "Birmingham Health Caravan" visits the school annually; the school nurse and local police constable contribute to drugs awareness education. Sex education is taught as a specific subject in Year 6 and parents are advised of their rights to withdraw pupils. Displays around the school promote healthy living and eating and the Schools Nutrition Action Group involved pupils and catering staff in preparing nutritious but popular lunchtime menus. The school is revising the behaviour policy. Good behaviour is promoted well by a newly appointed co-ordinator throughout the school but management of the pupils' behaviour is not always consistent with the school's guidelines. Procedures for promoting good attendance are constantly under review. The school works well in liaison with the educational support officer to encourage all pupils to attend regularly and punctually. Parents are regularly contacted both formally and informally to be reminded of their legal responsibility to send their children to school. Late arrival and non-attendance are monitored well and information added to annual reports. Each pupil has a personal portfolio, which is kept up to date with relevant information, copies of letters to parents, school reports and samples of work.

29. The procedures used for the whole school assessment of attainment and progress are satisfactory. There is a recently reviewed policy document outlining the school's procedures for long-term assessment, monitoring of individual progress, marking criteria, target setting and value added improvement. A start has been made on tracking individual pupils' progress through the school on a year by year basis. Targets for improvement are set for the performance of pupils in national tests. There are some good assessment systems recently introduced by the Key Stage 2 co-ordinator to identify the levels of pupils' basic skills with respect to computer work. The assessment process for pupils with special educational needs is uniformly good. It informs the target setting process, which is effectively detailed. Target outcomes for pupils' learning is monitored closely to assess progress.

30. The pupils' long-term attainments in the curriculum are assessed using the statutory tests at the end of both key stages and the end of Year 4. This is supported by further standardised tests giving good information on standards in the school and across year groupings. In English and mathematics further assessments are made termly to indicate progress in more detail. Similarly, the pupils' achievement of objectives for learning in foundation subjects is systematically recorded. There is an extensive portfolio of pupils' work in the core subjects that helps teachers to see what the national standards are and to make accurate judgements about their own pupils.

31. In Key Stage 1 the base-line assessment and continuing evaluation of pupils are sound. Termly and annual summaries of their achievements contribute effectively to the teachers' efforts in the classroom to support any learning difficulties and help them to develop confidence and concentration in their work. Teachers set individual learning targets for pupils of all abilities. They often use information from day-by-day assessments to help meet the pupils' needs and modify the work accordingly. Marking of pupils' work

is regular and thorough but sometimes lacks sufficient quality to help pupils improve. However, pupils often receive sound verbal feedback.

32. Teachers in Key Stage 2 meet the requirements detailed in the school policy for long-term assessment procedures but they are not effective in using day-by-day assessments to improve the match of the work to the pupils' prior achievement. There is a better quality of assessment and planning in lower Key Stage 2 but it lacks consistency across class groups. Marking is frequent and in both Years 3 and 4 but there are a few good examples of evaluative marking that leads pupils to improve their work. In the upper part of Key Stage 2 some of the marking is unsatisfactory. This reflects some low and inaccurate expectations of the pupils' work. These aspects of marking have not improved since the last inspection, despite the work done by senior staff and local authority advisers in identifying such weaknesses.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. The school's partnership with parents is satisfactory. A large majority of parents have positive views of the school and feels that their children make good progress and enjoy their time there. Many parents agree that it is easy to approach the school with questions or problems. Teachers are accessible when pupils arrive and when they leave school and a good level of informal contact is evident. Two parents' meetings are arranged each year. School reports are well presented, meet statutory requirements but only sometimes set targets for future improvements. The pupils' welfare is strongly promoted but individual pupils' academic progress is not recorded in sufficient detail to help identify what they need to learn next in working towards the next national curriculum level. Some parents feel that homework is not well emphasised. However, other parents have not encouraged their children to do work at home and, overall, this contribution to the pupils' learning is unsatisfactory. The inspection found that homework was inconsistent and did not support the pupils' learning enough. There are missed opportunities for communication through reading diaries and to emphasise the importance of supporting learning at home. In this the home-school agreement has not been effective.

34. Many of the parents' views are confirmed by the inspection. Parents help in school and on school trips and their contribution is effective and valued by the staff. Activities are planned for parents who know what is required of them when they are in school. A past parent makes a significant contribution to the new school library, keeping books in good condition and helping staff with cataloguing. Letters to parents are satisfactory and provide the information needed by parents. The school prospectus meets statutory requirements. A newsletter is produced each term and outlines events that have taken place but it does not inform parents what is planned or about to happen.

HOW WELL IS THE SCHOOL LED AND MANAGED?

35. The leadership and management of the headteacher and key staff are satisfactory overall. There is a good climate of desire to raise standards and the headteacher has introduced a number of initiatives to this end. However, they have not been sufficiently effective and consequently standards in Key Stage 2 are still lower than they should be. The school remains very concerned for individual pupils' welfare and the headteacher regularly deals with many of the pupils' worries. Much has been done to make improvements identified from the last report and with some success. For example, the quality of teaching overall has improved considerably, the curriculum is fully in place with elements of topics that span several subjects, planning procedures have improved, attainment in English has improved in Key Stage 1 and the headteacher is more involved in strategies to raise standards. On the other hand, teaching still has weak aspects especially in Key Stage 2, the balance of the curriculum is not monitored effectively, short-term planning does not guide teachers well enough and is not monitored, attainment in English in Key Stage 2 is still low and initiatives to raise standards have not been carried through to impact effectively on the pupils' progress.

36. The improvement initiatives include the monitoring and evaluation of the quality of teaching, the pupils' work and the teachers' planning. Systems for these have been used with appropriate rigour but they have not been followed up to gauge improvements. Much of the monitoring of teaching has been carried out with honesty and sensitivity but not by following up the targets for improvement. Sometimes procedures for the monitoring of pupils' work have not been followed by teachers and the outcomes not been acted upon sufficiently well or followed up. Systems for the monitoring and evaluation of teachers' planning start with the key stage co-ordinators and pass on to the subject co-ordinators but this is largely for English and mathematics and is seldom followed up with the rigour needed to ensure the planned balance through timetables and the pupils' actual experience in subjects. There have been good efforts to improve the quality of teaching. However, it is insufficiently clear if these issues are the responsibility of subject co-ordinators, key stage co-ordinators or other senior teachers. There is a senior management team that meets weekly and includes the phase co-ordinators, the deputy and the headteacher. This group acts to communicate from teachers to management and management to teachers but its powers are unclear when contrasted with the roles of subject co-ordinators.

37. The governing body is keen to support the school and to provide accountability as well as fulfil its statutory duties. There is an appropriate set of committees to consider and advise on aspects of management. Several governors are regular visitors and, together with the head's reports and presentations by co-ordinators, the governors have a sound understanding of the school's main strengths and weaknesses. The school development plan incorporates the views of many and is agreed in advance of budget setting, which endeavours to support educational priorities. Specific grants are used appropriately for their purposes.

38. The three special educational needs co-ordinators, in co-operation with the headteacher and the behaviour co-ordinator, are responsible for the implementation of the successful behavioural policy. The school was chosen to pilot the Framework for Intervention that promotes positive discipline and focuses attention on learners. Parents are well informed of their children's progress and of the provision the school makes for pupils with special educational needs. They are able to contribute to assessments and reviews and clear records are kept of decisions and discussions at these meetings. The school provides time to enable class teachers to attend review meetings. The three special educational needs co-ordinators lead this area of provision well and have good communication with external agencies to ensure that pupils get the best available resources and expertise. All are equally responsible. Good planning and organisation result in good use of available resources. None of these co-ordinators is a member of the senior management team, although one third of pupils are on the special educational needs register and the funding available makes this an important area of strategic management. Co-ordinators have identified the training of classroom assistants as a strategy to improve learning.

39. The school is appropriately staffed to meet the needs of all pupils and to teach all subjects of the National Curriculum, religious education and the areas of learning for the youngest children. The overall provision for teachers' in-service training is satisfactory, although there is no statutory appraisal system at present. All teaching staff have attended a range of courses and subject leaders for literacy and numeracy have received appropriate training. This has had an appropriate impact on school improvement and the provision for in-service training within the school has been of satisfactory quality. The numbers and qualifications of non-teaching staff are appropriate and this enables the work of teachers to be effectively supported.

40. The accommodation is satisfactory and is spacious and clean. The site consists of two blocks, which are separated by the infant playground. There are areas inside and outside the buildings that need to be restored, including the paint on the outside of the infant building and the appearance of the main junior corridor. These areas have already been identified for improvement by the school and a budget confirmed. The infant toilet areas also need attention as the flooring is peeling and some pipe work is poorly maintained nearby. The infant boys' toilet, while cleaned and checked regularly, still smells unpleasantly at times. The grounds include hard surfaced areas for playtime and sports but there is no grassed area for

games or environmental work. There is an attractive central library in the junior block and the infant classes display an appropriate range of books in their rooms. The attractive, colourful and informative displays in the public areas and classrooms successfully stimulate the children visually and mentally.

41. The school's resources are adequate in quality and quantity to support most areas of the curriculum appropriately. The stock of books is appropriate overall although some are old and need replacing. The deficiencies reported previously in art, design technology and information technology resources have been given good attention. The art resources are now good and information and design technology resources are satisfactory. Provision for the children under the age of five in the nursery and reception classes is good, particularly in the nursery. The school continues to make good use of field trips and visitors who come to support the curriculum.

41. The grant for Independent Learning Systems is used well to meet pupils' needs. The Key Stage 2 co-ordinator has developed good systems to identify strengths and weaknesses in the core skills for Mathematics and English and organises the computer systems effectively. The initial target group is of pupils in Year 6 and Year 5 attaining just below the standards expected at the end of Key Stage 2. These pupils' experience is well planned and assessment systems, including self-assessment, are providing good information to establish appropriate targets for learning. The computers are well organised for both assessment and use and pupils are highly motivated to learn. Resources for the Additional Literacy Scheme are deployed effectively and pupils are identified by assessment to form appropriate target groups.

42. The school's most recent audit acknowledged good practice within the school's procedures and highlighted minor recommendations, which the school has since implemented. The governors receive a budget report at each meeting and they are aware how changing roll numbers affect funds. Expenditure is strategically planned to allow for fluctuations in the funds available. Governors are proactive in school development and proud of their association. Committees meet regularly and all governors have delegated responsibilities. There is a good relationship between the senior management team, administration staff and the governing body with regular exchanges of information. Three quotations are obtained for large items of expenditure and all significant buying decisions are jointly made between the headteacher and governors. Co-ordinates make requisitions for their own subject areas and the headteacher and governors are supportive of staff training and development needs. The school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. In order to raise the standards of pupils' attainment particularly in Key Stage 2, the governors, headteacher and staff should:

- 1) urgently seek to improve the pupils' achievements in English, mathematics and science in Key Stage 2 by: (paras: 12, 14, 60, 79, 84)
 - setting targets for individual pupils' learning;
 - matching the work more closely to pupils' prior knowledge and understanding;
 - ensuring planned learning objectives are suitably focussed on the relevant National Curriculum requirements;
 - improving the behaviour of pupils in those classes where it is weak;
- 2) clarify the roles, responsibilities and powers of the headteacher, the deputy headteacher, the key stage co-ordinators and subject co-ordinators, to include those duties concerned with monitoring and evaluating the pupils' standards of work, the teachers' planning, the curriculum and the quality of teaching as well as procedures to effect improvements; (paras: 17,19,36,68)
- 3) increase the use of day-by-day assessments in order to help amend planned work to suit the needs of pupils of different attainment in each class. (paras: 13,14,32,68,72,79,85)

44. In addition, the governors may consider the following weaknesses for inclusion in the action plan:

- the above average level of absence, which affects the education of some pupils; (paras: 8,9)
- the home/school partnership which insufficiently clarifies parents' roles in supporting schooling; (para: 33)
- the use, consistency and information to parents about homework. (para: 33)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	57

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	48	44	4	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	49	343
Number of full-time pupils eligible for free school meals		216

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	8
Number of pupils on the school's special educational needs register	21	139

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	46
Pupils who left the school other than at the usual time of leaving	53

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	1.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	37	21	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	29	32
	Girls	18	17	16
	Total	51	46	48
Percentage of pupils at NC level 2 or above	School	88 (81)	79 (75)	83 (75)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	32	33
	Girls	17	17	19
	Total	48	49	52
Percentage of pupils at NC level 2 or above	School	83 (81)	84 (80)	90 (84)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	17	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	13
	Girls	7	6	6
	Total	20	17	19
Percentage of pupils at NC level 4 or above	School	47 (25)	40 (29)	44 (30)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	7	7	6
	Total	20	19	19
Percentage of pupils at NC level 4 or above	School	47 (36)	44 (40)	44 (39)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	
Indian	
Pakistani	1
Bangladeshi	
Chinese	
White	377
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	6	2
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	22.8
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	150

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	24

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	788468
Total expenditure	790766
Expenditure per pupil	2038
Balance brought forward from previous year	32784
Balance carried forward to next year	30486

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

400

Number of questionnaires returned

51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	4	0	0
My child is making good progress in school.	61	29	4	0	6
Behaviour in the school is good.	41	45	8	6	0
My child gets the right amount of work to do at home.	29	43	18	2	0
The teaching is good.	55	33	6	0	6
I am kept well informed about how my child is getting on.	45	38	12	4	0
I would feel comfortable about approaching the school with questions or a problem.	61	33	4	0	2
The school expects my child to work hard and achieve his or her best.	57	37	4	0	2
The school works closely with parents.	37	46	10	4	6
The school is well led and managed.	33	41	10	0	14
The school is helping my child become mature and responsible.	55	32	4	0	8
The school provides an interesting range of activities outside lessons.	39	25	4	6	26

Other issues raised by parents

Many parents are pleased with the school and feel it has offered their children good care and welfare. Most parents feel that the teaching and the pupils' behaviour are generally good and that the school has improved its security, its books and its computers. It is thought to be an open and friendly school. However, a few parents are believed not to support it sufficiently well, for example, with condoning poor attendance or not supporting the pupils' homework.

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

46. The provision made for the pupils under five continues to be a strength of the school. The school has a 48 place nursery that provides full-time accommodation. The children stay for both the morning and afternoon sessions. There are two reception classes with 38 children in them. At the time of the inspection 5 children in the reception classes and all those in the Nursery were under five.

47. The children's overall attainment on entry to the Nursery is below that found nationally. The Birmingham scheme for baseline assessment is used to assess the children soon after entry into the reception classes. The results indicate that, overall, children make good progress in the areas of learning during their time in the nursery and attain levels that are average. During the past five years the standards of attainment for children beginning in reception have improved from well below average to average overall. In the Nursery at the moment a relatively high proportion of children have special educational needs and one pupil is learning English as an additional language. Almost all of the children confidently relate to adults and involve themselves in the relevant and interesting activities provided.

48. There are satisfactory partnerships with parents. In the nursery classes the nationally recommended Desirable Learning Outcomes are used to plan the curriculum. In the reception classes these desirable outcomes are used appropriately alongside the Key Stage 1 National Curriculum.

Personal and social development

49. This is given a high priority in the nursery and reception classes. The children's overall attainment is below the average for their age when they enter the Nursery and by the time they enter the reception class it is average. The children make good progress in this area, as a direct result of good teaching. They are generally confident in joining in activities, they learn routines and can take initiatives such as choosing an activity and remaining on task. Almost all of the children play on their own or alongside each other but there are occasions when two children will play games like 'snap'. The staff and those parents who work with the children take a very active approach in showing them how to play with different equipment and engage in social talk. The nursery and reception staff have high expectations of the children's behaviour and of their ability to work, play and co-operate with each other. Throughout the Foundation Stage the children are able to look after their personal needs, they change for physical education, wash their hands when required, respect the equipment they use, cleaning up and tidying away when they have finished. They are able to take turns and follow the established routines when waiting to answer questions or contribute to discussions. The staff have a good understanding of the individual children's needs and they make sure the children are clear about what they are being asked to do.

Language and literacy

50. The children's overall attainment is below average for this age in the nursery but in the reception classes the present children meet the Desirable Learning Outcomes by the time they are five years old. In the Nursery there is a higher proportion of children with special educational needs, particularly with speech difficulties, than is typical. As a result, many of the nursery children are attaining at a lower level in speaking and listening and writing, according to the previous baseline assessments, than has been usual for the nursery for the past few years. The children make good progress, particularly in developing early reading skills. This is because the staff spend time talking to the children about books and reading many stories to them. Very good use is made of direct teaching in the nursery, which enables the children to learn how to handle books. In the reception classes the teachers use adapted methods from the National Literacy Strategy and the children quickly learn, for example, that illustrations tell a story and that words carry meaning. In the reception classes the higher-attaining children are taught to recognise individual

words and read simple sentences. All are becoming aware that words are read in sequence from left to right.

51. In the nursery the children's skills in speaking and listening are developed through encouraging them to comment, discuss and listen to each other. The staff talk with all of the children and ask them questions. Many of the children often answer with single words and although they are able to use longer sentences, this habit is not always sufficiently encouraged by the staff. There are many activities in the nursery, for example, the role-play areas that are designed to develop the children's speaking and listening skills. The children enjoy dressing up, they question, and talk to, each other about their costumes and what they are going to do in role.

52. Writing activities have been set up and this encourages the children to write messages and organise pretend appointments with the doctor as an extended activity of their role-play. There is no specific writing area in the nursery or the reception where children can play at writing, using a range of tools and papers. The teaching encourages an emergent writing technique which promotes the children's confidence. The higher-attaining children in the nursery are able to write their names and use some letters in their play writing. Most of the other children know that writing starts at the top of the page and they make marks that represent writing and tell the staff what their writing means. The staff encourage the children to write and provide frequent opportunities when they sit with the children and help them. In the nursery there are many activities led by the adults which develop basic reading, writing and speaking skills. These activities are suitably stimulating and motivate the children to take part in letter recognition, reading and singing songs.

53. The teaching of the children under five is good and the good progress achieved in the nursery is maintained in the reception classes. Teaching techniques are used effectively to develop a full range of language skills and when the children are working in groups they are usually suitably challenged, although sometimes the potentially higher-attaining children could be given harder tasks. The children's reading skills are developed and initial sounds are taught. The children organise individual words into sentences and the higher-attaining children independently write short, original stories. They set out sentences accurately using word spacing, capital letters and full stops. Most of the children, irrespective of their abilities, make good progress in both reading and writing skills. The provision of the home corner and 'veterinary surgery' enables them to take on roles and practise their speaking, listening and writing skills. In all the classes book corners are organised to enable children to browse and gain a love of books. Stories are told and read to children regularly. These activities foster a positive attitude to reading.

Mathematics

54. The children's attainment in the nursery and the reception classes is typical for their ages and they are likely to achieve the nationally recommended Desirable Learning Outcomes by the time they are five. Teaching is generally good in the Foundation Stage. All the staff provide a very good environment for mathematics and make the most of the mathematical opportunities in daily routines. As a result almost all of the children make good progress. The children in the nursery count to 10 together in a group and individually to 5. They have a good knowledge of shapes. They compare quantities when working in the sand and water area. They accurately thread beads and form repeating patterns, which involve size, shape and colour. The provision of sand and water play is used very effectively to introduce the children to capacity measurement. Good use is made of the computer to develop the children's counting skills. The reception class teaching is slightly more formal and there is an appropriate emphasis on encouraging the children to record in their books. The reception children count confidently to 25. They accurately complete sums to a total of 10 and are beginning to write the sums down. They are starting to understand the difference between tens and units. Many of them use mathematical language accurately and are beginning to understand the idea of weight and can use a simple balance. Good use is made of mathematical songs and rhymes to encourage the children to sequence numbers and whole-class or group sessions stimulate them to count backwards and solve simple mathematical problems.

Knowledge and understanding of the world

55. The children's overall attainment is satisfactory throughout the Foundation Stage and they make good progress. They are likely to meet the Desirable Learning Outcomes by the time they are five. They are competent users of the computer in both the nursery and reception classes. These skills support a good range of learning activities.

56. The teaching is generally good throughout the Foundation Stage. There is a good educational programme with children involved in a wide range of activities to extend their knowledge of the world. The children are keen and confident to take part in unfamiliar activities. They visit areas of interest within the locality to develop their geographical skills and they are introduced to a sense of history by looking at events through their own lifetimes. All of the children gain good introductory scientific knowledge and skills as they handle a range of materials and, for example, investigate the life cycle of the butterfly through direct observation. Role-play areas encourage the children to develop their understanding of the outside world. The good adult support in the Nursery encourages the children to talk about their work. Good support for the children with special educational needs enables them to make good progress. The reception children are able to build complex models using kits and following instructions from their teacher.

Physical development

57. The children's attainment overall is average and they are likely to achieve the Desirable Learning Outcomes by the time they are five. All the children learn to move confidently around the different areas of their classrooms and around the infant department. They use large and small equipment and manipulate tools and construction equipment well, showing good dexterity. In their physical education lessons they carefully follow instructions and understand how to run, hop, skip and jump with balance and control. The nursery children enjoy playing singing games and they are able to follow the actions well. The teaching is generally good and enough time is given to outside play activities where the children further develop skills of riding bicycles, running and playing games.

Creative development

58. The children's attainment is in line with what is expected for this age. They use percussion instruments with confidence to explore sounds. They paint and draw with a good range of media to produce self-portraits, animals and pictures of people they have met. Good progress is made and the children reach good standards when they use their own initiative to develop their ideas rather than fill in outlines prepared by the staff. Sometimes the staff control the art activities too tightly and this prevents children from being imaginative and original in the exploration of their own ideas. The children use scissors, paste and tape to cut and join materials together to construct three-dimensional models of vehicles.

ENGLISH

59. At the end of Key Stage 1 the 1999 National Curriculum tests showed that the pupils' performance in reading and writing was below the national average but in comparison with similar schools, attainment in reading was well above average and above average in writing. The percentage of pupils reaching the higher level of attainment (Level 3) was close to the national average. Since four years ago, test results have risen slightly in both reading and writing. Over the last four years the boys' performance in reading and writing was below the national average but better than the girls' performance, unlike the national trend. However, inspection findings did not indicate any significant difference between the performance of the girls and boys now. At the time of the last inspection, attainment at the end of Key Stage 1 was

broadly in line with national averages apart from some unsatisfactory aspects in pupils' writing, handwriting and spelling. Since then there have been significant improvements in teachers' planning based on the guidelines in National Literacy Strategy and higher expectations for pupils' performance, all of which has a positive impact on pupils' attainment. As a result the proportion of pupils achieving above the expected level has increased. At the end of Key Stage 1 attainment in speaking and listening, reading and writing is now broadly in line with the national average for pupils of this age. There has been an improvement in writing, handwriting and spelling since the last inspection.

60. At the end of Key Stage 2 the pupils' attainment in the 1999 National Curriculum tests was well below the national average but broadly in line with the average for similar schools. The percentage of pupils reaching a high level of attainment was well below the national average. Over the past four years, apart for 1997, when performance was average, the pupils' attainment has been well below the national average. Over the last four years the performance of boys was below the national average but they performed better than girls, which is contrary to the national picture. Inspection findings did not indicate any significant difference between the performance of girls and boys. Inspection evidence identified several factors having a negative impact on the standards achieved by pupils in Key Stage 2. There is a high number of pupils in each class with special educational needs. Unauthorised absenteeism and the high proportion of pupils joining and leaving the school during the key stage also affect progress in speaking and listening, reading and writing. However, despite improved teaching overall, some aspects of teaching, predominantly at the end of Key Stage 2, insufficiently promote progress and high standards. In some classes there is an inconsistent approach to marking in order for pupils to improve their written work, teachers' expectations are not high enough to extend the more able pupils and good presentation is not required sufficiently. These factors are particularly evident in the written work of Year 6 pupils. Basic skills in literacy have not been consolidated and planning often does not take account of the different ability groups in the class. Information from assessments is not always used to help plan lessons and the approach to homework to extend literacy skills is inconsistent. Inappropriate behaviour in a minority of lessons and the disruption caused by withdrawal groups for additional literacy support also affect pupils' progress.

61. Inspection findings show that standards are below the national average in speaking and listening, reading and writing by the end of Key Stage 2. The situation is similar to that reported in the school's previous inspection report, regarding underachievement in writing and handwriting.

Speaking and Listening

62. At the end of Key Stage 1 currently pupils' speaking and listening skills are satisfactory but at the end of Key Stage 2 they are below average. Pupils in Key Stage 1 pay close attention to their teachers' instructions and are confident to answer questions. They listen with interest to other children, for example, during discussions about a recent visit to a zoo. The pupils use a range of vocabulary to describe a tiger and its environment when sharing a 'Big Book' and looking at a globe and a map. The pupils use headphones and story cassette tapes to promote listening skills. In Key Stage 1 the pupils read clearly and with expression a story about a tiger and in Key Stage 2 debate whether swimming should be part of the school curriculum. The pupils with special educational needs make good progress towards the targets set for them in their individual education plans. Those whose first language is not English also make good progress. Teaching and non-teaching staff provide good support for these pupils during lessons. The majority of pupils are enthusiastic and keen to participate in discussions. In Key Stage 2 pupils enjoy the 'Hot Seating' activity when they have to answer questions from other pupils about life in Victorian times and are keen to read aloud accounts of their experiences during a residential visit to Bockleton in Herefordshire. Pupils in year 6 respond confidently and enthusiastically when developing arguments for and against the benefits of television but on other occasions they are unresponsive and do not willingly engage in whole-class discussions. The significant number of pupils with special educational needs has an impact on levels achieved in speaking and listening at the end of Key Stage 2.

Reading

63. At the end of Key Stage 1 the pupil's attainment and progress in reading are satisfactory. Attention is given to the development of the children's reading skills and reading is promoted well during the literacy lessons using 'Big Books'. For example, pupils in Key Stage 1 know the author, title and illustrator of a book about tigers. The children are taught using appropriately chosen and graded books from a published scheme and other books from the library. The majority of pupils can read simple passages accurately, demonstrate understanding and express opinions about the characters and main events in a story, poems and non-fiction books. Group reading activities in the literacy hour are having a positive impact on the progress the pupils make in their understanding and fluency in reading. Their knowledge of the sounds and names of the alphabet is satisfactory and pupils use this to help their reading. However, an underemphasis on non-phonetic strategies sometimes prevents pupils using other ways to establish the meaning of texts. The teachers provide challenging activities in reading for the higher attainers and consequently a greater number of pupils are achieving higher levels in reading. However, there is an inconsistent approach to encourage parents to contribute to their child's progress by supporting reading at home. Pupils with special educational needs and those for whom English is an additional language make good progress in reading. Individual Education Plans clearly identify targets set for these pupils and the teaching and non-teaching staff provide good support for them during lessons. Pupils in Key Stage 1 regularly use the library with their teacher and are beginning to use their library skills to retrieve information and select fiction books to take home. The books are colour coded for easy identification and this helps the pupils' library skills to develop well.

64. In Key Stage 2, attainment in reading remains below average. In the sample of pupils heard reading, few were sufficiently knowledgeable about books and authors. Few have a home reading diary to record progress in their reading. Few use the local public library but higher-attaining readers are encouraged to borrow books from the school's library. In Key Stage 1 books and reading are effectively promoted by good displays of work and the effective presentations of texts. Classroom book corners in Key Stage 2 are untidy and not well organised. There is still a lack of non-fiction books in Key Stage 2 to support topic work even though the library books are supplemented by the school library services. Non-fiction reading books have been purchased to interest boys in their reading but there has been insufficient time to show that standards have risen and to analyse test results. However, since the last inspection, the school has been more successful in promoting pupils' enjoyment of reading. Improvements have been made to both the Key Stage 1 and Key Stage 2 libraries and a computer-based retrieval system has been installed with CD ROM facility and access to the Internet. There are tapes and a video available to support learning in the Key Stage 2 library. The library is well staffed by a volunteer and the ancillary support assistant ensures that the pupils understand, and use, the cataloguing system.

Writing

65. The standards of the pupil's writing at the end of Key Stage 1 are average. However, the standards are below average at the end of Key Stage 2. In Key Stage 1 the pupils' writing conveys meaning in both narrative and non-narrative form and they use interesting vocabulary to convey their ideas. The majority of pupils sequence their ideas into sentences and use full stops and capital letters correctly. In Year 1 the pupils can work independently, select non-fiction books and complete brief book reviews. Some label pictures and complete worksheets using information from a text. In Year 2 pupils can make simple notes from a non-fiction book. For example, a computer word processing program was used to make sentences from words identified from class discussions and the pupils were able to correct any spelling errors themselves. Spelling is mostly correct and handwriting is satisfactory.

66. In Key Stage 2 the quality of handwriting and the general presentation of work are unsatisfactory. The school has identified the need to improve handwriting by providing an additional time for pupils to write at length. Since the last inspection there is less reliance on published schemes and worksheets. Greater opportunities for pupils to use their literacy skills are now provided in other subjects such as

history, geography and, for example, in the labelling of diagrams in science. Pupils of Year 6 drafted and redrafted a report about living conditions in the Victorian period following a visit to a museum. However, pupils do not always apply the skills they have learned in literacy lessons. There is now more evidence of word processing and the use of computers to support pupils' learning and this is beginning to raise standards. Since the last inspection handwriting is now taught systematically and there is a range of strategies in place to improve spelling. At the end of Key Stage 2 spelling, grammar and handwriting is still weak in the majority of the pupils' writing.

Teaching and Learning

67. The quality of teaching and learning in Key Stage 1 is good. The quality of teaching in Key Stage 2 is satisfactory but the quality of learning is unsatisfactory partly because a minority of pupils limit the expectations and opportunities that others have to concentrate at a higher level. As a result a majority of pupils make insufficient progress. Attitudes to learning are good in Key Stage 1 and satisfactory in Key Stage 2. However, since the last inspection the quality of teaching in both key stages has improved. When teaching is good, lessons have clear learning objectives linked to the programmes of study in the literacy strategy and resources are used effectively to promote learning. For example, in a lesson about the use of persuasive writing in advertising, the teacher brought in a wide range of packets and tins to stimulate discussion and extend the pupils' vocabulary. In the best lessons teachers have high expectations of the pupils' behaviour and ask challenging questions. Teachers with good subject knowledge help the pupils find different strategies, for example, for learning how to spell groups of similar words or to use apostrophes correctly. They remind pupils of the time left to complete the task and as a result the lessons have a brisk pace and tasks are not left uncompleted. Teaching is effective when work is planned to meet the needs of all the ability groups and when previous learning is consolidated. Teachers' assessment of pupils' progress is used to inform future planning, they mark work regularly and the helpful teachers' comments enable the pupils to improve their work. Teachers employ a range of effective strategies to encourage good behaviour in lessons. Behaviour and attitudes to learning are good in Key Stage 1 and satisfactory overall in Key Stage 2. Staff use praise to encourage good behaviour and set achievable targets with pupils to help them modify their behaviour.

68. When teaching is less effective, resources chosen to support lessons do not promote effective learning, particularly when, for example, the text is too small for the whole class to see. In a minority of lessons introductions are too long which results in some inappropriate behaviour and the pace of the lesson slows in consequence. Some lessons are disrupted when pupils are taken out and return from additional literacy support. In lessons where teachers do not mark work in a consistent manner, pupils do not improve their writing. Since the last inspection there have been a number of staff changes but the current staff work hard in their efforts to raise standards. There have been a number of initiatives designed to raise standards since the last inspection. The monitoring of teaching and curriculum planning have had a limited effect and the moderation of pupils' writing and target setting are beginning to have an impact on standards. The school assessment procedures have improved and planning is more effective since the introduction of the National Literacy Strategy. However, there are still inconsistencies in teachers' use of assessment to help plan the next work. Overall, the initiatives have as yet made insufficient impact on the pupils' standards at the end of Key Stage 2. The co-ordinator's role and responsibilities overlap those of the key stage co-ordinator, with insufficient clarity to monitor and evaluate standards and teaching. The policy and scheme of work are currently under review in the light of the introduction of new National Curriculum requirements.

MATHEMATICS

69. The results of the 1999 National Curriculum tests for seven year olds showed that the pupils' attainment was just below the national average but above average for the aspect of the subject concerning the use and application of mathematics. The results showed above average standards when compared with

similar schools and very high when compared with the level of high attainment in similar schools. At the end of Key Stage 2 the number of pupils reaching the expected level was very low compared with the national average and the proportion achieving above the average was also very low. When compared with similar schools these results were well below average. There were no significant differences in attainment between girls and boys. For the last three years standards of attainment have been rising sharply in Key Stage 1. In Key Stage 2 standards have risen in line with the national trend.

70. Inspection evidence shows that the present pupils at the end of Key Stage 1 have standards similar to average with more pupils than last year achieving the expected standard and a similar proportion to last year exceeding it. The standards of pupils presently at the end of Key Stage 2 are similar to those of 1999. Relative performance is generally lower in Key Stage 2 than in Key Stage 1.

71. The previous inspection reported that satisfactory attainment at Key Stage 1 was consolidated by well-planned group work, appropriate expectations and practical activities. At Key Stage 2 the pupils' attainment was unsatisfactory. The pupils were insufficiently challenged, they often practised skills already mastered and had too few opportunities to plan and complete a mathematical investigation. More able pupils regularly underachieved.

72. Current inspection evidence shows a continued difference in performance between the key stages and although standards and planning for different abilities is better in Year 3 and 4, there is little improvement in Years 5 and 6 and the higher attainers still underachieve. The school has adopted the National Numeracy Strategy soundly. This gives the lessons a structure that enhances continuity and progression in Key Stage 1 and provides the basis for improvements in Key Stage 2. There is now a broad and balanced curriculum and this has improved since the last inspection. In Key Stage 1 the teachers use their knowledge of the pupils' learning and assessments to help plan lessons and appropriate interventions with individual and higher-attaining pupils. Assessment is not yet used sufficiently in Key Stage 2 to match the content of the yearly teaching programmes sufficiently closely to the pupils' different abilities.

73. Towards the end of Key Stage 1 most pupils are developing a good understanding of place value and are able to calculate mentally problems involving tens, while higher attainers work in hundreds. Multiplication facts using twos, tens and fives are securely remembered using patterns. The pupils have a clear understanding of simple number patterns and the sequencing of numbers on a line. Most double and halve numbers up to a hundred and are able to use patterns to aid their mental calculations. They understand the relations of "equal", "greater than", and "less than", using them with confidence with numbers, measurements, shapes and money up to 99 pence. The pupils handle data with confidence and construct pictograms and bar charts that give clear information. They are able to interrogate this data competently. Most have a good knowledge of plane and solid shapes and are able to draw lines of reflective symmetry. Throughout the programmes of study their learning is satisfactory and sometimes good and most pupils have a well-developed vocabulary for the subject that supports a good understanding of what they learn..

74. Pupils nearing the end of Key Stage 2 achieve at a level lower than expected. However, the pupils have a broad and balanced curriculum. This is an improvement since the last inspection. Most can add and subtract decimals to a tenth, with the higher attainers using all four operations to hundredths. Most have a basic knowledge of fractions and percentages but their understanding of the concept of equivalence in these areas and in measures is below the standard expected. Mental agility and speed of response is poor in mental calculations, most pupils are slow to calculate the number of 50s in numbers of hundreds or thousands, and in rounding to make approximations to check written work in calculations. Their knowledge of multiplication tables to 10s is insecure, many do not know the less easily remembered products. Many pupils have limited strategies to identify unknown multiples. For example, they could not easily use what they know to work out what they do not know. Work in data handling is of a better standard and most pupils can draw a bar graph and identify the mode and range. Higher attainers calculate a mean value for grouped data. The standards in Year 4 and Year 3 are comparatively better. Most pupils

are approaching the levels of attainment expected for their age. They demonstrate quick and accurate responses in mental mathematics, a sound knowledge of the multiplication facts and a rounded working vocabulary indicating a sound understanding of the subject.

75. There is only limited use of mathematics in other subjects in Key Stage 2 but satisfactory use in Key Stage 1. The policy gives little guidance about this except with respect to information technology. In the inspection computers were seen used for science, using data handling methods for mathematical values. The Independent Learning Initiative in Key Stage 2 uses computers to help identified pupils gain skills of calculation.

76. Pupils make good progress in Key Stage 1. In the reception classes the pupils learn about weight by looking at dense and comparatively less dense objects and that heavier is not always bigger. In Year 2 they are beginning to learn how to use standard units to measure this properly. Similarly they learn to count, compare and order numbers and progress to using this knowledge in adding, subtracting and using patterns to calculate mentally up to 20 and up to 100 for the higher attainers. The first stages of knowledge of regular shapes is developed to higher level skill of constructing cuboids and knowing words that describe its properties. Teachers challenge pupils at their own individual level both in oral and written work. In Key Stage 2 progress is satisfactory, in the lower part of the key stage. Year 3 pupils can construct a bar chart from tallied data and know about axes, the more able fully conversant with the required vocabulary and know the importance of labels and title. Pupils in Year 4 have sound knowledge of multiplication tables for their ages and they can find factors of numbers using their tables. Most can find the perimeters of rectangles, the higher attainers using mental methods to deduce side length knowing only the summation of two sides. In the upper key stage progress is slow. About half the pupils can multiply thousands by a unit using written methods, tables recall is insecure and most have insecure methods for converting fractions to percentages using the concept of equivalence. Most can add and subtract numbers to a thousand. Only a few can calculate areas of shapes constructed from rectangles and triangles. The knowledge of metric equivalents in decimal form is insecure. Most can use brackets for multiplication and have a simple understanding of the distributive law of number. There is a low level of expectation and challenge by teachers.

77. Pupils in Key Stage 1 have sound attitudes to learning. They are eager to answer questions and confident in using equipment, showing sound levels of independent learning and responsibility for their ages. They persevere in the learning tasks and are pleased with their own efforts and show appreciation of others' successes. There is good collaboration when pupils are engaged in well-organised group tasks designed to extend their learning at their own level of attainment. In Key Stage 2, pupils in Year 3 and Year 4 have similar attitudes but there is an increasing lack of attention and enthusiasm for learning that extends incrementally to produce poorer attitudes to learning in the upper key stage. Many pupils are well behaved and patient with others whose inattentive or disruptive behaviour interferes with the pace of the lesson. These include the higher attainers whose learning opportunities are limited.

78. The quality of teaching in Key Stage 1 is good in two-thirds of the lessons seen and satisfactory in the rest. Teachers have good knowledge of the subject. In satisfactory lessons the pace of learning is sound but the higher attainers are not sufficiently challenged. In good lessons planning is a strength with clear and appropriate learning objectives set for pupils of different abilities. The pace of lessons is brisk and pupils are well motivated because of the enthusiasm of teachers coupled with high expectations of the pupils. Marking is consistent but evaluative comments to direct pupils to the next steps in learning are not always used effectively. Homework is set to reinforce learning in class and the classroom display creates a rich environment for mathematical learning. In Key Stage 2 nine out of ten lessons are at least satisfactory and only one in ten is unsatisfactory. This is an improvement for teaching when compared with results at the last inspection. All of the teaching judged as being good was at the lower end of the key stage, where lessons are usually well planned and expectations of pupils is higher than in the upper key stage. Lessons are paced well and the plenary is used well to celebrate good work and reinforce learning. The use of questioning to review, direct and assess learning enables all pupils to make progress. The classroom

display promotes learning. Pupils are kept on task, given work appropriate to their individual needs and usually well managed. In the upper key stage the pace of lessons often restricts the time allowed for pupils to complete the tasks set and these do not provide sufficient stimulus to enable the higher attainers to make good progress. The effectiveness of teaching in these classes is affected by the number of pupils with special educational needs.

79. The use of day-to-day assessment to plan effective teaching for individual pupils, by setting appropriate targets for learning, is poor in the upper key stage. There is very little evaluative marking in the pupils' books and many pupils have unmarked work although some of it is recently dated. Weaker aspects of lessons include; poor planning; low expectations of all abilities and the acceptance of low standards of work and behaviour from pupils. There is little consistency in the setting of homework to monitor and consolidate learning. There are few opportunities for pupils to undertake extended investigations.

80. The school has adopted the National Numeracy Strategy as its core scheme and useful long-term and medium-term planning has been developed. The co-ordinator has produced a policy statement. The Key Stage 1 co-ordinator has implemented the new structure very successfully developing effective short-term planning to promote learning and assessment structures to ensure continuity and progression of learning for pupils of different abilities throughout the key stage. These effective strategies guiding learning and teaching are haphazardly applied in Key Stage 2. The resources for learning are good in Key Stage 1 and adequate in Key Stage 2. Pupils with special educational needs are well supported in their learning and make good progress, targets are set for attainment and their progress towards these is carefully monitored. When pupils are withdrawn from lessons they sometimes miss parts of the learning of the class.

SCIENCE

81. The attainment of pupils in Key Stage 2, as shown by the 1999 National Curriculum tests, was very low in comparison with the national average and was well below the average for similar schools. This follows a trend in which attainment in the subject at Key Stage 2 has fallen over the past four years with girls' attainment becoming comparatively worse than that of boys over the period. The results for 1999 indicate that attainment at the end of Key Stage 2 was some three terms behind the national average for the age group. The attainment of pupils in Key Stage 1, as shown by the 1999 National Curriculum Teacher Assessments, was broadly in line with the national average but was well above the average for similar schools.

82. The attainment of pupils presently in Key Stage 2 shows that there has been some improvement but standards by the end of the key stage are still below the national average. This is particularly the case in the latter part of the key stage where pupils' attainment is barely greater than that of pupils in the first half of the key stage. This was evident in work on electrical circuits in Year 4 that showed attainment greater than similar work by Year 5 pupils of the same ability. Pupils in Year 3 demonstrated an understanding of a fair test, yet Year 6 pupils showed little evidence of data collection or presentation of data in table form. In another example the same worksheet on the life cycle of a bean plant was being used by both Year 3 and Year 6 classes with similar outcomes. Many worksheets for higher attainers in Year 6 are left unfinished.

83. The attainment of the present pupils in Key Stage 1 is in line with national expectations. The pupils can tabulate results from observations during investigations, for example, when comparing the properties of materials and can write up their experiments in a formal style comparing predictions against outcomes. The pupils' work shows progression through the key stage, for example, the work on what seeds need for growth in Years 1 and 2 builds on the work in the reception classes about observing seed growth. The pupils' work about food is imaginatively displayed and shows their ability to tabulate results and represent them in graph form. The pupils in Year 2 produce their own booklets entitled 'Measuring Our Differences'

which show an ability to tabulate individual measurements and distinguishing features. The pupils in this key stage show an ability to use investigative techniques.

84. Teaching in Key Stage 2 is unsatisfactory overall. Teaching is generally better in the lower age classes where the teachers' subject knowledge is sound and expectations of the pupils are higher. In these classes learning is better as are pupils' attitudes and behaviour. In these classes the pupils use resources well to seek information and demonstrate a good level of intellectual effort; the majority of pupils try to be 'scientific' in their observations and investigations. In the older classes expectations of pupils' attainment are not high enough and activities are not sufficiently well matched to the pupils' ability. For example, in a Year 6 class, the pupils were not engaging in an activity which required them to draw a piece of mouldy bread. The same pupils, however, when interviewed were able to converse confidently about decay, to postulate what environmental conditions might affect the process of decay and discuss how that might be investigated.

85. Some teachers of the older classes have limited knowledge of the subject and this restricts opportunities to stimulate the pupils' interest and to challenge the higher-attaining pupils. The marking of pupils' work in older classes gives little guidance to pupils as to how they might improve and much work of a poor quality is marked as being of an acceptable standard. The marking in the first half of the key stage, where the pupils' work is of a better quality, gives stronger guidance on how improvements could be made. There is little evidence of teachers' assessments being used to help short-term planning. Key Stage 2 short-term planning is neither sufficiently detailed nor focussed on learning objectives for pupils of differing abilities. In most classes all the pupils are given with the same tasks with little difference in the expected outcomes. However, the pupils with special educational needs are generally supported well and individual education plans provide guidance on their current targets. In classes where information technology is used in science lessons, activities help to support the pupils' learning and they respond well, gaining independence.

86. Teaching in Key Stage 1 is consistently good overall. The teachers' planning is clear and detailed and identifies different learning outcomes for pupils of differing abilities. Throughout the key stage teachers' expectations of pupils are high and matched to individual abilities. The teachers' subject knowledge is good and the pupils respond positively to their work. Good questioning techniques are used to consolidate previously gained knowledge and to challenge higher attainers. Open-ended questioning techniques are used skilfully to help the pupils to offer their own ideas for an investigation and to take responsibility of their own learning. An example of this during a lesson on 'how elephants use their trunks for moving objects' led to a discussion on fair testing. The pupils' responses during lessons are enthusiastic and both skilful control and encouragement are used by teachers to retain their concentration. Planning throughout the key stage is thorough and short-term planning uses teachers' on going assessments to amend plans and to match activities to individual pupils' needs. Those pupils with special educational needs are catered for well and classroom assistants are used effectively to support pupils' learning both as individuals and in groups. Information technology is used constructively to support the pupils' learning.

87. Overall, resources for the subject are satisfactory but their use is organised better in Key Stage 1 than in Key Stage 2. Information technology equipment for science purposes has been identified as the next priority for purchase. The subject is led by an enthusiastic co-ordinator who has introduced a number of initiatives to stimulate an interest in the subject throughout the school. Most notable of these is an annual science week which is linked with other subject areas and involves outside businesses and other agencies in a week of science-based activities for the pupils. Other links with outside agencies also enrich and offer extensions to the science curriculum in ways that have brought public recognition. Earlier monitoring of classes indicated that pupils in Key Stage 2 needed to be challenged more, that expectations were too low and that standards have been affected by gaps in teachers' subject knowledge. There is no time presently available for the co-ordinator to evaluate the quality of the teaching in other classes. Systems for assessing pupils' attainment and progress are now in place throughout the school but are not

consistently used. There has been an overall improvement in the subject since the last inspection but many of the weaknesses identified, particularly those in Key Stage 2, have still to be improved satisfactorily.

ART

88. Throughout the school the standards are higher than typical ones and the pupils' learning develops at a good pace. The pupils are able to use the media effectively and in the lessons seen during the inspection they were beginning to develop an appreciation of their own work and that of others. The standards are higher than those seen during the previous inspection in both key stages but particularly in Key Stage 2 as the earlier standards were unsatisfactory.

89. The children's strongest achievements in both key stages are their use of colour and design to create abstract and representative pictures. In their abstract and pattern work they select and mix colours to make an impact on the viewer and in their representative work the colours are carefully chosen to support the subject. They position their work carefully on the paper and show a mature awareness of patterns.

90. The present work in Key Stage 1 includes a good range of techniques using a variety of materials and resources effectively. The youngest children are able to use paint and drawing materials to make attractive pictures of animals, fruit and people. Their work is individual and careful, it shows good observation skills and the children position their work carefully on the paper. In Years 1 and 2 the children extend their skills appropriately. The Year 1 children are able to use pencils and paint pictures of zoo animals, their work is attractive and careful showing good attention to detail and use of colour. In Year 2 the children's drawings, based on the work of Picasso and Van Gogh, show good progress, their work is imaginative and bold and it shows good design skills. They are also able to use life studies of plants to support their own designs to a good standard.

91. In Key Stage 2 the pupils show an increased sense of design and demonstrate greater control of different media. In Year 3 a collage of plants and flowers shows a good level of precision and design in making pictures. The Year 4 pupils are able to select colours of paint carefully to make a strong impact in posters designed to advertise products. In Year 5 they are able to draw with increased precision and paint sensitively using watercolours. They concentrate when making collages of pizza using coloured felt, cutting the fabric competently and arranging it to make a strong impact. In Year 6 the pupils' work shows good design and use of colour and their individual styles are apparent.

92. The teachers plan lessons effectively to provide the pupils with a good range of experiences and they plan tasks to challenge the children and, for example, in Year 4 frequently remind them to consider the possible reaction of the viewer. Direct teaching of skills like observing and drawing is thorough and in Year 2 the children listen carefully and work hard to follow the teachers' advice. In both key stages the teachers display the children's work well and there is evidence of a good range of attractive work showing progression.

93. The co-ordinator leads the subject well. She has collected a useful file showing completed work that indicates the different levels of skill achieved by the pupils. The policy document and scheme of work are clear and helpful. They support the teachers in providing a varied and challenging curriculum that builds on the pupils' skills, knowledge and understanding as they move through the school. There is an art room used by the pupils in Key Stage 2, which provides good space and furniture for art activities. The resources are good and provide a wide range of opportunities for the children to explore media and tools like clay, weaving frames and screens for printing. The co-ordinator has a clear view of the strengths in the subject but as a part-time teacher is unable to provide consistent support throughout the school. There is little formal monitoring or evaluation of teachers' planning or the pupils' work.

DESIGN AND TECHNOLOGY

94. Standards of attainment in Key Stage 2 are in line with expectations for pupils of this age group. No lessons could be observed during the week of inspection but the pupils' work samples and the displays in classrooms and corridors showed that pupils have access to a suitable range of materials and they are creating design proposals and evaluating their work in some classes. However, this is not consistent throughout the key stage. Where there is evidence of more effective learning, cross-curricular links are clearly identified; for example, work of some Year 4 pupils showed thoughtful three-dimensional designs for the packaging of healthy food bars which were linked to why it is important to eat healthily. In Year 5 a display of waistcoats provided evidence of well made items using textiles and a Year 5 and 6 display explained the 'Rover Challenge'. In the latter, a group of Year 6 pupils first used construction kits to model ideas and then went on to use resistant materials to construct a vehicle to enter the Challenge. There was evidence of pupils' evaluation of their own work, identifying where models needed improving and how this might be done. This was the only example of pupils' work involving moving parts. Scrutiny of work in Years 5 and 6 suggested little collaboration between classes to ensure continuity within year groups and progression of skills from one year group to another.

95. Standards of attainment in Key Stage 1 are good. There is clear evidence of progress over time. More able pupils have opportunities to extend their learning through more challenging tasks and all pupils are expected to use evaluation methods to consider ways of making future improvements. The use of evaluation sheets is started in reception class and developed through Key Stage 1. For example, in a project inspired by the story of 'The Three Little Pigs' an evaluation of the relative strengths of the three types of house made was conducted by the class and pupils' observations were recorded. Three-dimensional displays of children's work are a consistent feature of the key stage; for example, three-dimensional models of animals' homes and of jungle animals were observed in varying stages of construction. This work followed a visit to Twycross Zoo which was also being used to stimulate other areas of the curriculum. The pupils have access to a wide range of materials and can use construction techniques of cutting, fixing and moulding by the end of the key stage.

96. Planning for teaching in Key Stage 2 shows inconsistent identification of learning objectives on a day-to-day basis with no evidence of matching activities to pupils' differing abilities. Teaching in Key Stage 1 shows evidence of carefully planned topics with strong cross-curricular themes. Learning objectives are clearly identified as are opportunities for assessment and resources required. Children's learning is enhanced by matching activities to pupils' different abilities. Stories are regularly used as a stimulus for design technology activities as evidenced by a corridor display based on 'The Magic Porridge Pot'. Children's learning is enhanced by such cross-curricular links and interest in their work is sustained for longer periods enabling meaningful evaluation and subsequent improvement of pupils' work to take place.

97. The subject is led by an enthusiastic co-ordinator who has an understanding of standards in both key stages. Assessment of pupils' progress is made through discussions with class teachers and there have been some opportunities to monitor lessons being taught. Resources are adequate and are stored centrally in both key stages. There has been an improvement in standards attained by the pupils and in the quality of teaching in the subject since the last inspection in both key stages.

GEOGRAPHY

98. In Key Stage 1 the children are reaching standards that are higher than is typical for their age. Only one lesson was observed in geography in Key Stage 2 but the pupils' work and their own knowledge and understanding indicates that by the end of the key stage their standards are lower than is typical for their

age. The standards are still the same as they were at the time of the previous inspection. The standards of the children's work are typical for their ages in Years 3 and 4 and for some of the Year 5 pupils.

99. In Key Stage 1 the youngest children are able to talk about farms, the animals and machinery. They can find appropriate pictures in books and paint or draw pictures of what they know. In Year 1 the children identify the importance of the compass and explain its use to travellers, they can locate animals on a pictorial map using simple co-ordinates. In Year 2 the children are familiar with the features of their own neighbourhood and can identify favourable differences in holiday locations. The children use their skills and knowledge effectively to study and discuss their work and show a good level of understanding about location and direction. Their work shows evident progress as they move from year to year.

100. In Year 3 the pupils are able to use earlier learning about holidays to plan ideal locations. They are familiar with the early study of weather and climate and the passing of the seasons. The Year 4 pupils learn about India, combined with individual work about what they have found out. They are learning about rivers and the use of water. Skills, knowledge and understanding are extended and developed steadily as the pupils move across these two year groups and into one Year 5 class. In Year 5 the children follow two different curricula, in one case the work is linked with Year 6 and the standards in this class are in line with typical achievements for Year 5 children but lower than expected for Year 6. In the other Year 5 class there has been little work completed over the year and there is almost no work in some of the books. The children have studied, for example, the features of settlements and population density and land use. The Year 6 children have studied landscape features with a very simple key and the features of the local area as a settlement. In discussion with Year 6 children they are able to recall little of their geography curriculum and are confused over many basic facts.

101. The teachers have satisfactory subject knowledge and understanding with secure lesson planning, which sometimes includes objectives for pupils of differing abilities. In the lessons observed the teachers asked probing questions which were designed to challenge the children and the pupils' contributions were valued and encouraged. In most cases the pupils show a keen interest in geography and, in discussion, they recall work previously taught and the kind of resources they have used in their research. Activities are enriched for all year groups by exploring the local environment, making visits to places of geographical interest. These experiences are planned well and make a significant contribution to the quality of learning. The pupils respond with interest and enjoyment. Where the teaching is less successful there is insufficient control of the children and they do not learn appropriately.

102. The co-ordinator provides clear direction for this subject and supports the other teachers by welcoming opportunities to help and advise. There are no formal structures to monitor or evaluate the curriculum planning or talk with the teachers about their work and there are no opportunities to monitor the teaching. As a result, the inconsistencies in the standards and the curriculum content have continued unchecked.

HISTORY

103. No history lessons were observed during the inspection. Judgements are based on the scrutiny of pupils' work, displays in classrooms and corridors and discussions. The work sample available suggested a limited level of output for the current year's work. Standards of attainment by pupils in Key Stage 2 are generally similar to those found nationally but lack consistency throughout the key stage and do not always demonstrate an understanding of aspects of the past.

104. In Year 3 pupils use research and language skills to communicate how Greeks used to live. There is, however, little difference in attainment between the most and least able and the volume of work produced is limited. In Years 5 and 6 attainment is very similar across age and ability groups. Comparisons between life in the 1930s and 1940s and life today in work from Year 5 demonstrates an understanding of

a sense of change over time. Similar work from Year 6 pupils expresses a feeling of what it would have been like during 'The First Night Of The Blitz'. However, lower-attaining pupils in Year 6 use cut out time line pictures that are more appropriate to Year 3. Standards of presentation show an improvement as pupils progress through the key stage.

105. There is little evidence of any matching of activities to pupils' differing abilities; expectations are lower than they might be for more able pupils. Marking in the latter half of the key stage is used in a positive manner and suggests ways in which improvements can be made in the future.

106. Standards of attainment by pupils in Key Stage 1 are also similar to those found nationally. Pupils demonstrate an understanding of differences between 'now and then', for example in Year 1 work on 'The Seaside' and 'Parties and Party Food'. Lower-attaining pupils give a good account of a trip to Hartlebury to learn what it would be like to be Victorian school children. Planning of work in this key stage is satisfactory although short-term plans lack detail and show little or no matching of activities to the pupils' individual abilities.

107. The subject is led by an enthusiastic co-ordinator who is well qualified and has reviewed and re-written the policy and scheme of work that is in line with national recommendations. Assessment systems have recently been put in place but as yet are not in widespread use. Resources are satisfactory and are well documented for staff information in the subject documentation. The co-ordinator has no opportunity to monitor the subject and therefore is not fully aware of standards of teaching and learning. The Key Stage 2 co-ordinator and the deputy headteacher conducted an audit of books in 1999 but the history co-ordinator was not involved. Valuable links have been identified by the subject co-ordinator between history and literacy particularly in relation to opportunities for extended writing. There has been some improvement since the last inspection, particularly in relation to the effective co-ordination of the subject.

INFORMATION TECHNOLOGY

108. The attainment of pupils in both Key Stages 1 and 2 is good. Although the ICT facilities within the school are relatively new, both teachers and pupils have responded positively to the opportunities that have been created. There has been a significant improvement in the provision for the subject since the last inspection. The school now has a dedicated computer room that is used effectively in addition to computers in, or close to, classrooms. Considerable thought has gone into the selection of appropriate affordable software and support systems for sustained development. The quality of teaching and of learning experiences has also improved significantly since the last inspection.

109. Pupils in Key Stage 2 use the ICT room effectively. They are able to log on, load programs and open appropriate files independently and to take responsibility for their own learning whilst offering support to one another. The pupils' attainment is above expectations for their age. In Year 3 pupils can construct pie and bar charts effectively from data collected, collated and recorded, for example, in a mathematics lesson on data handling with regards to hair colour and age. In Year 4, pupils are able to use a variety of fonts and presentation styles to increase the impact of labels for packaging as a vehicle for persuasive writing. In Year 5, pupils can use spreadsheets to input data on the weights of fruit; they can also manipulate individual spreadsheets using copy and paste functions. In Year 6, pupils practise adding complex sentences into a Victorian text. They have also designed their own pages for a school web site.

110. The pupils in Key Stage 1 are able to use ICT equipment independently. In the reception class, older pupils are able to use a 'Paint' style package to choose colours for their illustrations. In Years 1 & 2, pupils use audio-visual equipment effectively and are able to use a word-processor package to support their learning in literacy. Pupils of all abilities, including the less able, are able to access and use computers and appropriate software.

111. Teaching is good in both key stages. Pupils are taught skills in a progressive manner that allows them increasingly to access more challenging learning opportunities as they progress through the school. In Key Stage 1 in particular planning clearly identifies opportunities for ICT development both in terms of pupils gaining additional computer skills and using those skills to enhance and extend their learning in other areas of the curriculum. In Key Stage 2 planning is less thorough but teachers' subject knowledge and the effective use of support staff allow the pupils to make good progress. Pupils' learning is also enhanced by their own positive response towards the opportunities to gain skills and use the facilities. Attitudes to learning were significantly higher in lessons with a substantial aspect of information technology than in those with none or little ICT.

112. The introduction of an independent learning system (ILS) has enabled pupils of all abilities to use technology to support the learning of key skills at individual rates of progress. The system also allows pupils to monitor their own progress and to set targets for further improvement. Teachers are able to monitor progress through appropriate assessment systems that enable them to focus learning opportunities to match pupils' needs. The Key Stage 2 co-ordinator has created a day to day organisation of this facility that allows pupils to take maximum responsibility for their own learning. Pupils are highly motivated to learn; they are well managed and the use of both appropriate software and careful timetabling ensures the effective use of time by pupils.

113. The subject is well led by an enthusiastic co-ordinator who works productively with the Key Stage 2 co-ordinator to ensure that the policy and schemes of work are implemented and to manage ICT resources effectively throughout the school. An in-service training programme for staff has been well thought out to provide support and training for teaching and support staff. There is a clear vision for the future and an ICT development plan is in place as an active document.

MUSIC

114. The pupils' learning is satisfactory overall in both key stages. There are some weaknesses in the provision that prevents the pupils' achievements from being greater; however, the pupils throughout the school sing in tune and in time appropriately for their age. Most have a reasonable sense of rhythm and show good enjoyment of the subject in lessons, including listening and appraising appropriate short pieces of recorded music. For example, in a Year 2 lesson, the pupils listened to a well-chosen folk song and quickly learnt to sing it, later adding accompaniment using spoons, shakers and stones. They learned that how such items are played affects timbre and dynamics. They followed a simple score respecting the rests well. Pupils of Year 4 collaborated well to produce short compositions of rhythms. They performed these using a wide selection of percussion instruments.

115. In lessons and in assemblies where singing is practised, most pupils show enjoyment and sing with enthusiasm responding to the suggested dynamics well. Attitudes are generally good. They learn new songs and hymns quickly and gain sound attitudes about singing, which is often led ably by the deputy headteacher providing a good model for pupils to copy. In Key Stage 1, the pupils collaborate well in many lessons and their behaviour is generally good and supported by their enjoyment of the subject. Occasionally, they become very appreciative in appraising recorded music, for example, in a lesson in which pupils of Year 1 and 2 heard extracts from Dukas' "Sorcerer's Apprentice" with the story being excellently told by the teacher. Pupils of Year 4 work purposefully together in small groups, following the teacher's guidance about how to compose within a structure. Their playing is significantly improved through performance to the whole class. Pupils of Years 5 and 6 are not as well trained in handling musical instruments and, while being able to play them satisfactorily, a minority play out of turn. The collaboration of these groups is less successful and leads to interruption of composing and some weak behaviour.

116. Teaching is satisfactory throughout and there is some good teaching in both key stages. In Key Stage 2 much of the teaching is carried out by a visiting specialist music teacher. Lessons are taught to more than one class at a time and the class teachers observe many of the lessons and help groups of pupils for other parts. Singing is largely taught in key stage assemblies. A number of teachers lack confidence in their knowledge of the subject and these arrangements are designed to help overcome this. However, there is insufficient focus in this training aspect significantly to improve class teachers' knowledge and understanding of the subject and of its teaching. The methods used to motivate pupils and provide a range of experiences are satisfactory and sometimes good. Most lessons have a good pace and variety of activities. Class management is satisfactory overall but unsatisfactory when too many pupils are invited to play instruments at the same time and routines about listening and stopping are not established sufficiently. In Key Stage 1 the teachers make very good efforts to overcome any insecure knowledge they have about the subject. Teachers are supported by jointly planning lessons and by the published scheme that was introduced at the beginning of the school year. This scheme has much detailed guidance about lessons and suggests suitable resources. The teachers often make lessons interesting through good enthusiasm and matching well the activities to the pupils' interests and needs. A minority of teachers help pupils to gain detailed skills of playing, listening and singing in a sequential and progressive way. This is partly because in singing and Key Stage 2 lessons the groups are too large for such close attention and partly because there are no assessments or records kept of individual pupils' gains in skills.

117. The pupils' standards and the development of the subject have improved in both key stages since the last inspection. There have been two changes of schemes of work and the school now uses its specialist teaching provision for class lessons rather than instrumental teaching. This is to enable all pupils to benefit and to help class teachers gain more confidence in their subject knowledge. However, there is still insufficient expertise amongst the teachers and this limits further progress. The scheme of work adopted by the school is not rigorously carried out in Key Stage 2. However, a review is planned to ensure that the new programmes of study soon to be introduced nationally are given sufficient emphasis. On some occasions lessons are planned for long periods of time and this balance is not effectively monitored. Nor is there an effective assessment and recording system used for individual pupils' progress. There has been no systematic evaluation to assess if improvements have been made. However, the co-ordinator has observed a number of lessons. Resources for the subject are good. In both key stages there is a good number of percussion and other instruments in sound condition. They are easily accessed and enable all the pupils of large groups to have an instrument to play. Provision for recorded music and for books in the library is adequate.

PHYSICAL EDUCATION

118. The levels of attainment and progress by pupils at the end of both Key Stage 1 and 2 are similar to the standards found nationally for seven and eleven year olds. This is comparable to the judgements made at the last inspection by inspectors for Key Stage 1 and is an improvement for Key Stage 2, where standards at the last inspection were judged to be unsatisfactory. Pupils receive a broad and balanced curriculum.

119. Pupils in Year 1 are able to dodge, balance, and catch or receive a ball in games involving two or three pupils. They are learning to evaluate each other's performance to improve their skills. By Year 2, pupils show improved catching and throwing skills. They are able to co-operate competently in larger groups of five or six in small-group games. The more able feint to dodge and intercept a ball whilst running. Pupils in Year 3 further develop these skills to a satisfactory standard and demonstrate sound levels of co-operation and communication in guiding a blindfolded partner around an obstacle course. Year 6 pupils demonstrate good awareness of space and throw or receive a ball accurately in a game of touch-rugby with fairness and a sense of responsibility for their team. It was only possible to observe one lesson for the gymnastics and dance elements of the subject. In this lesson Year 4 pupils were able to show a sound range of movement and control, the most able showing good poise and imaginative interpretation of

the musical stimulus. Pupils with special educational needs make good progress. Pupils in Key Stage 2 benefit from the outdoor pursuits activities that develop team spirit, independence and self-confidence. The outdoor pursuits centre reported good performance levels by pupils after a recent visit. Throughout the key stage, pupils make steady progress in their swimming skills. At the end of Key Stage 2, most pupils reach the standards in swimming required to meet the targets set in the National Curriculum.

120. Pupils, for the most part, enjoy their lessons and work hard to improve their skills and performance. They show good levels of co-operation and are sensible and safe in using equipment. In the good lessons observed, teachers planned carefully and ensured that all abilities were appropriately challenged. They allowed pupils to assess each other by observation and discussion to raise attainment levels and the pace of the lesson stretched and stimulated all abilities. In the few less successful lessons, all at Key Stage 2, planning and pace were not so good and pupils were not encouraged to observe and learn from high skill exemplars to heighten self-expectation. They did not discuss and share their achievements. However, overall, teachers have a satisfactory knowledge of the subject.

121. The subject co-ordinator is new since the school was last inspected and has improved the quality of resources. She is enthusiastic, has good knowledge, and a determination to improve standards further. A self-assessment record for pupils' swimming achievements is in place and further assessment of pupils' attainment is planned to inform teaching and set targets. She has established a clear policy and good long-term and medium-term planning, kept under review, to provide a sound base for subject improvement. This will support the gymnastics element of the curriculum where teachers' skills and confidence are weakest. She does not have an opportunity to monitor teaching. Although she has an allocated budget for subject improvement, there is no liaison between the governors and the co-ordinator to prioritise the use of resources for subject improvement.

123. There is adequate equipment available for both key stages and the two halls are used well to provide a good level of indoor accommodation. The open air space consists of small, sloping, restricted playgrounds that are unsatisfactory for the pupils' needs. There is no school field. A good range of extra-curricular activities supports the subject and provides a valuable additional resource for pupils' learning, especially for the higher attainers. The co-ordinator and many of the teachers organise these activities. They receive consistent and valued support from many parents.

RELIGIOUS EDUCATION

124. The previous inspection reported that the pupils' attainment was broadly in line with the agreed syllabus at the end of both key stages. Standards have been maintained at this level. At the end of both key stages attainment is broadly in line with the Birmingham agreed syllabus for religious education. Since the last inspection teaching has improved. Opportunities are now provided for the pupils to show initiative when selecting artefacts representing different faiths and less use is made of worksheets to support learning. Pupils make better use of their literacy skills in lessons.

125. In Key Stage 1 the pupils learn about the Old and New Testament including Noah's Ark, David and Goliath, Christmas and Easter. They understand the meaning behind the festivals of Diwali and Advent and write prayers at harvest time. Pupils study signs and symbols and special places associated with Christianity. They discuss and write about the life of important people such as Gladys Aylward. In Key Stage 2 the pupils link the school rules with the Ten Commandments and they learn about the events leading up to Easter and Christmas. Pupils know that the Qu'ran is written in Arabic and is printed from right to left. They associate the cross and candles with Christianity and the purpose and importance of the prayer mat to Muslims. Pupils learn about the parables of Jesus and Moses' flight into Egypt. They study the lives of famous people such as Martin Luther King and learn about the symbols and rituals associated with Sikhism. The older pupils in years 5 and 6 talk and write about Christian beliefs and ethical issues relating to the relationship between humans and animals. They are able to express their own feelings about

a future world in which they would wish to live. They learn about the life of Mother Teresa and can draw the signs and symbols associated with Christianity, Islam and Judaism. For example, they identify the Menorah, the Star of David, the Greek fish and the moon and the stars with their respective faiths. There are good opportunities for the pupils to use their literacy skills when writing accounts, poems and labelling artefacts.

126. The quality of teaching and learning in both key stages is good overall. When teaching and learning are good, the lesson objectives are written on the board and the teacher frequently refers to them as the lesson progresses and in the plenary session when drawing the lesson to a close. Teachers have good questioning techniques, which challenges the pupils to search for meaning. For example, in Key Stage 1, teachers explain clearly the religious routines of a Jewish family and as a result the pupils are beginning to recall the names of signs and symbols associated with Judaism. Teachers have high expectations for behaviour and time in lessons is used well. Enthusiastic teaching takes place in lessons and the staff has good knowledge of Christianity, Judaism, Sikhism and Islam. In the most effective lessons very good use is made of religious artefacts to support learning. Although the pupils attend the local church for festivals and the vicar is often invited to lead assembly, there are few opportunities for the pupils to visit places of worship other than Christian. Behaviour and attitudes to learning is good in both key stages. Teachers employ a range of effective strategies to encourage good behaviour in lessons. Achievable targets are negotiated with pupils to help them modify their behaviour. Teachers promote the pupils' learning and good behaviour by the use of praise. The pupils enjoy the subject, particularly when looking at religious artefacts associated with Christianity, Judaism and Islam. They show respect for the objects and understand that the Bible and Torah are holy books. The pupils work well together in group discussions and show mutual respect for different viewpoints. Pupils with special educational needs and those for whom English is an additional language are well supported and make good progress in lessons. Teachers plan work that is suitable for all the different ability groups. When teaching and learning is less successful, teachers' subject knowledge is insecure and expectations are insufficiently high enough to ensure good presentation of work. The grouping of desks does not always promote the best learning situation particularly when there are group discussion activities.

127. There are now adequate resources overall to support the teaching of the major world faiths apart from the limited number of books and video in both libraries. Visits to different places of worship are not planned on a regular basis. There is a good policy and scheme of work to support teacher's planning. The co-ordinator is very effective in monitoring teacher's planning, providing teachers with specialist knowledge about world faiths and ensuring that there are sufficient artefacts to support teaching and learning. However, there is no monitoring of teaching and learning and no procedures in place for assessing pupils' attainment and progress. The co-ordinator has identified this as a priority.