

INSPECTION REPORT

**Bellfield Infant and Nursery School
and**

Hearing Impaired Unit

Northfield

Birmingham

LEA area : City of Birmingham

Unique Reference Number : 103289

Headteacher : Miss G. Flynn

Reporting inspector: Mrs. P. M. White
23686

Dates of inspection: October 11th- 14th 1999

Under OFSTED contract number: 706669

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	Community
Age range of pupils:	3-7
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev. Michael Harris
Date of previous inspection:	30 th April – 3 rd May 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mrs. P. M. White, RgI	Mathematics, art, music, areas of learning for children under five	Attainment and progress, leadership and management, the efficiency of the school
Mr. R. Folks, Lay Inspector		Attendance, support, guidance and pupils' welfare, partnerships with parents and the community, accommodation, equal opportunities
Mr. K. Edwards	English, information technology, design and technology, physical education	Teaching, the curriculum and assessment, special educational needs
Mr. J. Brooke	Science, religious education, history, geography	Attitudes, behaviour and personal development, the pupils' spiritual, moral, social and cultural development, staffing and learning resources

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The Office for Standards in Education
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MAIN FINDINGS

What the school does well

- The teaching of mathematics and reading is good.
- There is consistently good teaching in the nursery.
- The pupils have positive attitudes towards their work, they generally behave well and relationships are good.
- The school teaches a good understanding of right and wrong.
- The provision the school makes for the pupils with special educational needs and the progress they make is good.
- The pupils attending the Hearing-impaired Unit are very successfully integrated into the school, their needs are well catered for and they make good progress.
- The headteacher, governors and the senior management team, provide good leadership for the school.
- All the staff, both teaching and non-teaching, work very well together as a team.
- A good start has been made to the National Numeracy Strategy.
- The school has very good links with the local business community.

Where the school has weaknesses

- Standards in writing and spoken language could be higher
- The overuse of worksheets limits the pupils' ability to express their ideas fully and independently.
- The marking of the pupils' work has some shortcomings. It does not help the pupils improve their work.
- The pupils could be made more aware of their place in a multi-cultural society

This is a good school whose strengths far outweigh its weaknesses. However, the weaknesses identified will form the basis of the governor's action plan which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has successfully addressed the key issues of the previous inspection report. Schemes of work are in place to guide the teaching of art and geography and the school has been successful in raising the profile of information technology through staff training, a more detailed scheme of work and an increased range of software. The headteacher monitors the quality of teaching through regular, focused visits to classrooms.

Together with the careful analysis of assessment data and more effective planning, this has resulted in an improvement in the overall quality of teaching since the last inspection. During the inspection there was no unsatisfactory teaching. Class assemblies have been replaced by whole school daily acts of collective worship. The school is now well placed to make further improvements.

Standards in subjects

The table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	
Reading	C	A	
Writing	D	B	
Mathematics	C	A	

Key

well above average A

above average B

average C

below average D

well below average E

The information shows that the standards attained in reading and mathematics are average and that standards in writing are below average. When looking at these results in comparison with the performance of pupils in similar schools, standards in reading and mathematics are well above average and standards in writing are above average. Taking the three years 1996 to 1998 together the pupils' performance in mathematics shows a steady year on year improvement. Attainment in reading and writing over the same time is more variable. The inspection evidence reveals that at the age of seven, standards of attainment in reading and in mathematics are broadly average and in writing they are below average. Standards of attainment in information technology are average. The pupils make good progress in reading and mathematics. They make further good progress in design and technology, art and physical education. In writing and information technology the pupils make satisfactory progress. Given the low starting point of the pupils when they enter the school the findings of the inspection are that the pupils make good progress overall.

Quality of teaching*

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

*These judgements are based on the teaching that was observed during the inspection.

The overall quality of teaching is good. In 51% of lessons the teaching is good or very good. There is no unsatisfactory teaching. The teaching in the nursery is consistently good. The teaching in mathematics, physical education, design technology and music is also good.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is generally good in lessons and around the school
Attendance	Below the national average
Ethos*	Good. The pupils have positive attitudes towards their work and relationships in the school are good.
Leadership and management	Good. The school is effectively led by the headteacher who is supported by the staff and the governing body. There is a strong commitment to raising standards.
Curriculum	Good. There are good assessment procedures.
Pupils with special educational needs	Good. There is good programme of support for the hearing-impaired pupils and others with special educational needs, which enables them to make good progress.
Spiritual, moral, social & cultural development	Satisfactory overall. Provision for the moral and social development of the pupils is good.
Staffing, resources and accommodation	Good. The number of support staff and the part they play in planning and delivering the curriculum is a strength of the school. There are sufficient resources to support the pupils' learning.
Value for money	Taking into account the level of funding, the quality of education provided, the educational standards achieved by the pupils and the progress they make, the school gives good value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> •The good standard of work achieved by the pupils •The good start the pupils make in learning to read. •The headteacher and staff are approachable •They are helpful and supportive of the pupils. •Their children are happy to come to school. 	<ul style="list-style-type: none"> •A very small minority of parents feels that the school does not handle complaints well.

Inspection findings support the parents' positive views. Additionally, the view of the inspection team is that the school endeavours to address any complaints or concerns as fairly and as swiftly as possible. The school has a formal complaints procedure, which is made known to parents.

KEY ISSUES FOR ACTION

In order to build on its strengths and further improve the quality of education, the governing body, headteacher and staff should:

- **Raise standards in writing by:**
 - ensuring that there is a consistent approach to the teaching of handwriting through a policy that will assure progression across the school (paras: 9, 28, 64, 72, 75, 83, 90, 119)
 - reducing the number of worksheets used so that the pupils have more opportunities to write freely and independently (paras: 9, 28, 74, 84, 91, 103, 120)
- **Raise standards in speaking by:**
 - providing regular opportunities for the pupils to speak in front of an audience (paras:9, 10, 21, 28, 64, 71)
 - ensuring that the language needs of all pupils are taken into account in the teaching provided; and, that teachers make the most of opportunities to develop the pupils' oracy through drama, role-play and group work (paras: 10, 27, 28, 30, 68, 84, 114)
- **Improve the quality of marking by:**
 - reviewing the school's marking policy and ensuring that it is consistently applied (paras: 27, 37, 77)
 - ensuring that the pupils are clear about what they are required to do to improve their work (paras:27, 37, 77)

In addition to the key issues above, the following minor issue should be considered for inclusion in the governors' action plan:

- take steps to increase the pupils' awareness of their place in a multi-cultural society (paras: 18, 32, 42, 127)

INTRODUCTION

Characteristics of the school

1. Bellfield Infant and Nursery School is situated in the Northfield area to the south west of the City of Birmingham. The school is on the same site as the neighbouring junior school and the two schools share a joint governing body. The area around the school is being re-generated. The resulting land clearance and re-building of homes has led to a fluctuating roll and a period of uncertainty for the school. There are 171 full time pupils (85 boys and 86 girls) and 52 part-time nursery children on roll between the ages of three and seven. Additionally, the school has a unit for hearing impaired pupils, which currently caters for 11 full-time nursery and infant aged pupils.
2. The pupils are taught in six, single age classes. An additional full time teacher supports the pupils with special educational needs; there is a teacher in charge of the Hearing-impaired Unit and a further, full time teacher of the deaf.
3. Many of the pupils come from low-income families with around 49 per cent being eligible for free school meals. This is well above the national average. Forty-one pupils are on the school's special educational needs register and seven pupils have a Statement of Special Educational Need. When they first enter school, many of the children lack social and language skills and levels of attainment are generally low.

The school has identified the following as its main aims and priorities for the current academic year:

- To maintain the current staffing levels during the period of instability
- To provide full time support for the pupils with special educational needs
- To provide a broad and balanced curriculum whilst ensuring that Literacy and Numeracy targets are met
- To create a larger area for the teaching of information technology
- To join the National Grid for Learning

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	27	33	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	16	18	21
	Girls	26	28	26
	Total	42	46	47
Percentage at NC Level 2 or above	School	71 (60)	78 (62)	80 (76)
	National	80 (80)	81 (80)	84 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	16	21	17
	Girls	25	26	20
	Total	41	47	37
Percentage at NC Level 2 or above	School	69 (69)	80 (80)	63 (77)
	National	81 (80)	85 (84)	86 (85)

Attendance

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

		%
Authorised Absence	School	6.7
	National comparative data	5.7
Unauthorised Absence	School	0.4
	National comparative data	0.5

¹

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

Exclusions

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

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	8
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

4. The point of entry profiles and baseline information reveal that most of the children enter the nursery and reception classes with below average attainment. Their language and social skills are particularly underdeveloped. Consistently good teaching in the nursery and the many good features of the teaching in the two reception classes enables the children to make good progress in all the areas of learning. However, given their low starting point, by the time they are five they are only likely to achieve the Desirable Learning Outcomes in their personal and social development and in some aspects of mathematics. In the areas of language and literacy, physical development, knowledge and understanding of the world and creative development, they are unlikely to achieve the Desirable Learning Outcomes for children entering compulsory education.
5. At age seven, the results of the national end-of-key stage tests indicate that the pupils' attainment is average in reading and mathematics and below average in writing. When compared with the results of pupils in similar schools, attainment in reading and mathematics is well above average and in writing it is above average. Taking the three years 1996 to 1998 together, the figures show that there has been a steady year on year improvement in standards in mathematics. Over the same three-year period, standards in reading have risen to match those found in schools nationally. Standards in writing over the same three-year period have been more variable. After a dip in 1997 attainment in both reading and writing rose slightly in 1998 and an above average number of pupils attained the higher level (Level 3). Unconfirmed national results for 1999 show an above average number of pupils attaining at the higher level (Level 3) in reading and mathematics. The results of teacher assessments in science also show an above average number of pupils attaining at the higher level.
6. Inspection evidence reveals that by the end of Key Stage 1 attainment for the majority of pupils is average in reading, mathematics and science. In writing attainment is below average. The pupils make good progress in learning to read and in mathematics. The majority of pupils make satisfactory progress in writing and in science. In information technology, attainment is average by the end of the key stage and progress is satisfactory. In religious education, the pupils' attainment is in line with the expectations of the locally agreed syllabus and they make satisfactory progress. In art, design and technology and in physical education the pupils make good progress. In the other foundation subjects progress is satisfactory.
7. The pupils attending the Hearing-impaired Unit and other pupils with special educational needs have individual education plans that place due emphasis on developing their communication skills. The good teaching and the very effective support these pupils receive enable them to make good progress.
8. The pupils make good progress in learning to read. Most pupils are familiar with letter sounds and use this knowledge to decode unfamiliar words. However, some of the lower attaining pupils have difficulty in using picture and context clues to make informed guesses as to the meaning of unknown words and text. Almost all of the pupils enjoy books and can talk about their favourite stories. The full implementation of the Literacy Hour, the introduction of targets for reading together with improved teaching and additional support, have had a positive impact the attainment and progress made by the pupils in this aspect of English.
9. By the end of Key Stage 1, most of the pupils can write in sentences and understand the need to use using capital letters and full stops correctly. For the majority of pupils their writing is of an appropriate size, but there are several instances where insufficient attention is given to the correct letter formation and to the development of a neat handwriting style. Additionally, many tasks are worksheet based and this limits the opportunities for the pupils to write freely and

independently. Only a few pupils are sufficiently proficient in joining their writing by the age of seven. Standards in spelling are below average.

10. The majority of pupils make satisfactory progress in speaking and listening. They have sound listening skills and they listen attentively and respond well to instructions. Standards of spoken language are generally below average. For example, when they are required to make a contribution to class discussions many of the pupils lack a breadth of vocabulary and find it difficult to articulate their views and opinions.
11. The school has been particularly successful in raising standards in mathematics and this is due in no small part to the school's participation in the National Numeracy Pilot Project and the skills and expertise of the mathematics co-ordinator. The emphasis on the teaching of mental strategies and skills has had a positive impact on standards.
12. By the end of Key Stage 1 the pupils have a good understanding of two digit numbers and can count confidently to one hundred and beyond. Almost all of the pupils make good progress in using a number square. They can use it to count on and back in 5's and 10's. They are clear about and can explain the movement pattern for adding and subtracting nine. The pupils are beginning to know the early multiplication tables and by the end of the key stage, many Year 2 pupils understand how to multiply numbers by 2, 3, 5 and 10 and divide smaller numbers by 2, 3 and 10. They make further good progress as they add, subtract and multiply using tens and units. Many of the pupils are able to distinguish and explain whether numbers are odd or even. Some are able to solve simple money and measurement problems. The Year 2 pupils learn to measure using centimetres and many pupils can tell the time in hours and half-hours. Most of the pupils understand and can use the information from block graphs and Venn diagrams.
13. Information technology is used to support work in mathematics and the pupils can use computer programs to enhance their learning of numbers. However, further opportunities need to be found for the pupils to use the computer for example, to extend their data handling skills.
14. In science, by the end of the key stage, the pupils are able to test the absorbency of materials and appreciate the need to ensure that the test is conducted fairly. They know that a sponge absorbs more liquid than a cloth and understand the value of absorbent materials in the kitchen. They know that bricks are made from clay and know where different materials such as wood and metal can be found around the home. They are able to predict whether certain substances will dissolve in water. The majority of the pupils know that there are over two hundred bones in the human body and that the smallest one is in the ear. They are able to identify sources of light inside and outside the home, and can classify these into natural and man-made categories. They are beginning to understand the principles of a simple electrical circuit and know how important it is to observe electrical safety rules at home and at school. The majority of pupils make satisfactory progress in science.
15. As they move through the year groups the pupils gain confidence in making predictions and hypotheses and are more prepared to test their ideas. They develop a greater appreciation of the need for investigation and the fact that scientists do not find answers to their problems immediately.
16. In information technology, standards of attainment remain in line with those expected of seven-year-olds nationally and the majority of pupils make satisfactory progress. Since the previous inspection the school has managed successfully to raise the profile of information technology. The teachers have received additional training and, although there are still some limitations, staff confidence has increased. New hardware and software have been purchased. There is now a multi-media machine in each classroom that allows the pupils access to a wider range of programs. The school has also developed a small computer suite that is due for

further expansion. Together with a more detailed scheme of work, improved teacher knowledge and good assessment procedures, the school is now well placed to continue to improve and to raise standards further.

17. By the end of the key stage, the pupils can use the mouse correctly to enable them to play matching games and to operate simple graphics programs. They can also use the return key and cursors to move an icon across the screen. Many of the pupils can load a CD into the appropriate drive, but some have difficulty with the double click to select a specific program. Some of the Year 2 pupils are able to use a data handling program to display information about eye and hair colour in block graphs and pie charts. The pupils make satisfactory progress in acquiring word-processing skills and the older pupils progress well in learning to combine text and graphics. They make further satisfactory progress as they select different fonts and use the underline and bold keys. In all classes the computers are used satisfactorily to support learning in literacy and numeracy but their use in other subjects of the curriculum is under-developed.
18. In religious education the pupils build progressively on their knowledge and understanding of religious concepts and they make satisfactory progress. The pupils have an awareness of special occasions in the Christian, Jewish and Hindu calendar; they know why Christmas and Easter are celebrated and are able to recall many of the main elements of the stories. They make satisfactory progress in understanding the views of others and in their awareness of some of the values underpinning different faiths and beliefs. However, the pupils' knowledge of the traditions and way of life of other cultures is less secure.

Attitudes, behaviour and personal development

19. The pupils' attitudes to learning are good in both the nursery and the main school, and the majority of pupils respond well to the school's high expectations. They enjoy coming to school. The pupils work and play well together and share their ideas as well as the resources. Almost all of the pupils listen carefully to the teachers and to each other. They are well mannered and courteous and, with the exception of a few of the youngest pupils, who are still learning, they know how to wait their turn to speak.
20. The pupils' behaviour is good. They enter school calmly and move around the school sensibly. They show a good deal of respect for each other, the building and the equipment. Most of the pupils, both boys and girls relate positively to each other. During morning and mid-day breaks the play is generally friendly and many pupils collaborate in a range of ball and other games with the equipment provided by the school. Behaviour in the dining room is good. No incidents of bullying were observed during the inspection. At their meeting, the parents understood the system of rewards and sanctions in the school's behaviour policy. There has been one exclusion during the previous academic year.
21. The pupils' personal development is satisfactory. On entry to the school, the social skills of the youngest children are underdeveloped. A significant proportion of them have difficulty in communicating sufficiently well to be sociable. As they move through the classes they gain in confidence and soon enjoy good relationships with all the adults in school. The majority of pupils are helpful and polite to visitors and return greetings in a friendly manner. The pupils are eager to please and enjoy taking responsibility for a limited range of tasks around school; for example being the first or the last person in the class line, helping to clear away after an activity or acting as monitors and messengers. They are independent, know the school routines and organise themselves well both during lessons and at the beginning and the end of the school day. They are interested in what other pupils have to say and offer each other encouragement with supportive comments. They are sensible and thoughtful when discussing issues that relate to their own lives and the lives of those around them. Some of the older pupils are sufficiently responsible to use the library independently.

They are able to choose reference books to support topic work or for personal interest.

Attendance

22. Over the past two years, attendance has improved consistently and the school continually strives to improve it further. However, despite the school's best efforts and its close working relationship with the Educational Welfare Officer, the attendance rate is still lower than the national average. The pupils are punctual; registration is carried out efficiently and lessons start and finish on time.

QUALITY OF EDUCATION PROVIDED

Teaching

23. The overall good quality of teaching makes a significant contribution to the good progress made by the pupils. In all of the lessons observed the teaching was satisfactory or better. In over half of the lessons, the teaching was good or very good. The teaching in the nursery is consistently good with some very good teaching observed. The overall quality of teaching in Key Stage 1 is satisfactory and helps the pupils to attain satisfactory standards in most subjects. This represents a significant improvement since the previous inspection when 13 per cent of lessons were judged to be unsatisfactory. The way in which the teachers plan together and share the good practice that exists in the school is particularly effective and has had a positive impact on raising the quality of teaching.
24. The teaching of children under the age of five in the nursery is good. The teaching to promote their language, mathematical and personal and social development is particularly successful. The teachers and support staff have a good understanding of how young children learn and provide a structured environment that helps the children to gain confidence and develop their social skills. The staff have high expectations of what the children are capable of achieving and of how they should behave. They plan an appropriate range of stimulating learning activities for the children. In particular, they have good questioning skills; they use these well to extend the development of the children's language and their positive attitudes to learning. The organisation of the nursery class enables the pupils to access a range of activities that encourage good progress in all of the areas of learning. The teaching for those children who are under five years of age in the reception classes builds successfully on the pupils' experiences in the nursery. The teachers manage the children well and plan activities which support and extend their learning. In the nursery and in the two reception classes, good use is made of on-going assessments to monitor the children's progress and to inform the teachers' planning.
25. The quality of teaching of those pupils with special educational needs is good. The teachers plan well within year groups and there is good liaison and collaboration with the special educational needs co-ordinator to ensure continuity of learning for these pupils. The teachers have a good knowledge of the pupils' literacy needs and use their individual learning plans to ensure appropriate tasks are set. Support staff give very effective help in lessons. They are well briefed about the work and give very good support to groups and individual pupils. The opportunity for pupils to be withdrawn to focus on specific teaching towards their personal targets, especially in literacy, is good.
26. The support given to those pupils who have a hearing impairment is very good. In most lessons, the teachers have high expectations of the pupils' attainment. The lessons are conducted at an appropriate pace that ensures understanding whilst maintaining the pupils' interest. Repetition and re-reinforcement of previous work are well used with these pupils. The teachers also set clear learning objectives and targets that help to improve and develop the

pupils' communication skills.

27. Teachers value the work of their pupils and in most classrooms there are interesting displays that incorporate their work and stimulate the pupils' interest. Teachers are effective in managing the behaviour of pupils and have good relationships with them. With the exception of some lack of confidence in information technology they have a good knowledge of the National Curriculum and plan well to provide a range of activities, which effectively link different subjects. The Literacy Hour is used effectively to support the pupils' learning about recipes and baking and artwork is linked to historical projects on the Victorians. The support staff are used well, particularly in practical lessons and the Literacy Hour. However, in some lessons, particularly in mathematics and in the Literacy Hour, the plenary sessions are too brief and do not give the pupils enough opportunity to discuss what has been learned. Teachers provide good oral feedback to the pupils during the course of lessons and these comments enable them to improve their performance. However, the standard of marking is generally unsatisfactory; although many teachers offer supportive written comments to pupils, they do not give precise guidance as to how the pupils may further improve their work.
28. Although work in information technology has improved since the last inspection, insufficient use is made of the classroom computers to support learning in different subjects. Generally, there is a heavy reliance on the use of worksheets to support learning and they do not encourage either the development of a fluent handwriting style or the free and independent expression of ideas. They limit the scope of the pupils' writing and this adversely impacts on the quality of the pupils' recording in science and the humanities as well as in their story writing. In some lessons, the pupils' speaking skills could be further enhanced and extended through greater collaboration and the sharing of ideas during group work.
29. All the teachers are committed to the Literacy Strategy and the quality of teaching in English is satisfactory. The planning, management and delivery of the Literacy Hour is effective. The teachers set very clear targets and have been effective in raising standards in reading. The school has adopted the Numeracy Strategy and the teaching of mathematics is good.

The curriculum and assessment

30. There is a good curriculum for the children under-five in the nursery. It is planned well and takes full account of the children's needs. The enclosed nature of the nursery allows for good provision for outside play activities. The teachers and support staff work hard to promote the pupils' early language, number and social skills and as a result, the children are prepared well for the next stage of their learning. The curriculum for the under fives in the reception classes builds successfully on the pupils' earlier experiences, except in the area of their physical development. This is because the children in the reception classes do not have regular access to outdoor play apparatus, and there are fewer opportunities for them to engage in creative role-play activities.
31. The curriculum in Key Stage 1 is broad and balanced and the statutory requirements for sex education and religious education are met. The school has reduced the amount of time spent on teaching the foundation subjects in order to increase its provision for the teaching of literacy and numeracy. The National Literacy Strategy is being taught successfully and an equally positive start has been made in implementing the National Numeracy Strategy.
32. The school maintains a topic-based approach to learning in all subjects other than English, mathematics, religious education and physical education. Work is planned carefully to ensure that the programmes of study for the foundation subjects are covered. The teachers plan together in year groups with the subject co-ordinators. Their medium term plans outline clearly what the pupils are expected to learn in each class. The work is well matched to the pupils' ages and abilities but the multi-cultural aspects of a topic are frequently overlooked in

planning.

33. There are curriculum policies and schemes of work in place for all subjects and these provide suitable guidance to teachers in planning their work. This is an improvement since the last inspection when limited guidance for teachers' planning for information technology, geography and art was identified as a weakness. However, the school acknowledges that some of the current schemes need to be re-evaluated in the light of information from the Qualifications and Curriculum Authority (QCA).
34. The pupils who have special needs are well catered for. The school is implementing the code of practice and all identified pupils have individual education plans. These are well thought out and contain realistic, attainable targets, which enable the pupils to make good progress. The curriculum provision for the pupils who are hearing-impaired is very good and these pupils are very well integrated into the mainstream classes. When necessary, for example in the area of speaking and listening, they receive very good support in small groups in the Hearing-impaired Unit. The provision for the pupils with special educational needs is enhanced by the school's effective use of outside agencies to support its work.
35. The school organises very few extra curricular activities for the pupils. There is an informal information technology club, which takes place at lunchtime and a scheme whereby parents and pupils can borrow mathematics puzzles and games to share at home. However, there are no opportunities for the pupils to further develop their skills in music, the arts and sport. Nonetheless, a good range of visits and visitors to the school enhances the curriculum. The pupils have recently visited the 'The Black Country Museum' and visitors to the school have included the Lord Mayor and visiting musicians.
36. The school's assessment procedures are good overall, and in the nursery and reception classes they are very good. When the children enter the nursery a point of entry profile is compiled in order to gain information and to track the children's developing skills and abilities. A baseline assessment is carried out when the children begin full-time schooling and the results are used well to plan the next steps in the children's learning. In Key Stage 1 the school uses a range of tests to gather information about the pupils' attainment and progress. The teachers use this to set individual and group learning targets and to plan further work for the pupils. The results of the National Curriculum end-of-key-stage tests and assessments are also analysed and used as a basis for whole-school target setting. The staff keep detailed records and the information is passed between the classes and on to the junior school; this promotes continuity of learning for the pupils and has been an important factor in the raising of standards of attainment.
37. The school has a marking policy but all staff do not consistently apply this. Although most class teachers give oral feedback to pupils, the written comments are insufficient to help the pupils improve their work. The annual reports to parents provide detailed comments on their children's attainment and progress but give few pointers or targets for improvement.

Pupils' spiritual, moral, social and cultural development

38. The school makes good provision for the pupils' moral and social development and satisfactory provision for their spiritual and cultural development.
39. The provision for the pupils' spiritual development is satisfactory and is promoted chiefly through religious education and assemblies. The headteacher and members of staff lead daily assemblies, and they provide the pupils with the opportunity to consider a range of issues relating to their lives such as thoughtfulness for others and caring for the environment. In

their class groups the pupils are encouraged to discuss what makes a happy home and how colours can express feelings. They consider why they would choose to say "Thank you God" and share their thoughts with the rest of the class. A Key Issue of the previous report, that the school should improve the collective worship in classes, has been addressed by ensuring that collective worship takes place each day as part of a whole school assembly. Through these acts of worship and singing and reflecting together, provide a sound and consistent approach to raising the pupils' spiritual awareness.

40. There is good provision for the pupils' moral education. The pupils are taught to distinguish right from wrong and this is reflected in their good behaviour around school. The school rules displayed in corridors and classrooms are constantly reinforced. Each class has a target for the week displayed in the classroom and 'Happy Playground Rules' are displayed outside. The pupils are rewarded for their good behaviour, kindness to others and for working hard. The parents believe that the way the school encourages good behaviour is enjoyed and understood by the pupils. Inspection findings support their views.
41. There is good provision for the pupils' social development. The pupils are given responsibility for a range of tasks around school and these include acting as library monitors, helping younger pupils, taking messages and being first or last in the class line. They have planted bulbs to celebrate the Millennium. The pupils are given the opportunity to support a number of charities and to participate in a range of community events. The social development of the older pupils has been enhanced through their involvement in the re-generation of the local area. They have designed a new playground for the estate, have suggested names for six new roads and have welcomed the first residents to the new housing development with a specially arranged school song. The pupils' community awareness is further enhanced by photographic displays; the splendid community "Big Books" produced by the school, and educational visits.
42. There is satisfactory provision for the pupils' cultural development. The pupils visit local museums and the City Art Gallery and a group of musicians from the City of Birmingham Symphony Orchestra visits the school. On one or two occasions, the steel band from the local secondary school has performed for the pupils along with other young musicians who visit to play the instrument of the week. A puppeteer also visits the school. Stories shared with the pupils include a few from other lands and one of the older classes uses a "World Wide Cookbook" when baking. The pupils also learn about other faiths in their Religious Education lessons. However, an awareness of the multi-cultural nature of modern day society is not generally well developed through the school. The pupils have few opportunities either to value the different cultures represented in the Birmingham area or to learn about the ways of life and traditions in the non-western world.

Support, guidance and pupils' welfare

43. Since the last inspection, the school has continued to provide good support and guidance for all its pupils. This is reflected in the way that the pupils conduct themselves in and around the school and in the good relationships between pupils, staff and other adults. The environment is safe and secure and the pupils are at ease with one another. There is particularly good support for the pupils in the Hearing-impaired Unit and for others with special educational needs. Their progress is monitored regularly and good use is made of a number of outside agencies who provide invaluable support to the school. The quality of support from all the non-teaching staff in the school, including the mid-day dining assistants, is good.
44. The procedures for monitoring the pupils' academic and personal development are good. The results of the baseline assessments and the national end-of-key-stage tests are analysed and used to set targets for groups and individuals. The school's annual progress reports to parents are satisfactory overall. The infant and junior schools have jointly planned a special programme to support the pupils' personal and social development. There are well-

established procedures for monitoring discipline and good behaviour and these are implemented consistently by all staff. The school works closely with the Education Welfare Officer to monitor all absences and to actively promote good attendance. A national chocolate manufacturer provides rewards and certificates for regular attendance and this has contributed to the rise in rates of attendance over the past two years. Child Protection and Health and Safety procedures are responsibly implemented and all statutory requirements are met. There is a medical room and some members of staff have received first aid training. This enables accidents and injuries to be dealt with effectively.

Partnership with parents and the community

45. The school has a good partnership with its parents who are supportive of the school. A range of information is provided for parents to keep them informed of school events and their children's progress. There are very good links with the local community and businesses. Since the previous inspection these links have continued to expand and improve. They are a strength of the school and make a very positive contribution to the pupils' personal development.
46. The parents feel welcome in the school and speak highly of the approachability and friendliness of the staff. A small number of parents help in classes and accompany class groups on educational visits. Some parents have recently taken over the running of the playgroup which meets at the school.
47. The school provides regular newsletters and a termly outline of the topics to be covered in each class. The school brochure and the governors' annual report to parents are informative and daily news is placed on the parents' notice board and at the entrance to classrooms. Parents have recently been invited into school to discuss and to sign the newly implemented home-school agreements. The annual pupil reports are well laid out and give useful information about the pupils' achievements. However, only a few of them set targets for the pupils as a way of informing them how they might improve.
48. The school has a close relationship with the neighbouring junior school. This results in a very smooth transition to the next stage of education and ensures that progression in learning is secure. There are also good links with a group of Franciscan friars who live and work in the local community. Two of the Brothers regularly work in school and give invaluable support to both staff and pupils.
49. A range of educational visits helps to broaden the pupils' knowledge and understanding. For example, they visit the Birmingham Art Gallery and Museum, Tamworth Castle and the local shops. There are numerous visitors to the school including theatre groups, musicians and representatives of local businesses. The school has a very close working relationship with the South Birmingham Education Business Partnership and this has resulted in several beneficial business connections. Through the Bellfields Development Project, the pupils have had an early introduction to the world of work through visits to the building site and have helped to design a local playground. The school has links with the local universities whose students undertake part of their training at the school.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

50. The headteacher provides good professional leadership. Together with a supportive governing body and a committed staff, she has established a clear sense of direction for the work of the school which focuses on raising standards. For example, through the analysis of test and

assessment data the school has identified the need to further raise standards of attainment in spoken language and in writing. The school has a positive ethos, which is exemplified by good relationships at all levels, teamwork and a common sense of purpose.

51. The senior management team and the curriculum co-ordinators share responsibility for the development and management of the curriculum and their strengths and expertise are well used. As subject co-ordinators they monitor and evaluate curriculum content and planning. They organise resources and have responsibility for an annual budget. Each co-ordinator has a subject development plan, which outlines what needs to be done to raise standards and improve provision in their subject areas.
52. The school has successfully addressed the key issues of the previous inspection report. Schemes of work are in place to guide the teaching of art and geography; additionally, a more detailed scheme of work, staff training and increased resources have led to improved standards in information technology. The headteacher monitors the quality of teaching through regular, focused visits to classrooms. Together with the careful analysis of assessment data, and more effective planning, this has resulted in an improvement in the overall quality of teaching since the last inspection. Class assemblies have been replaced by whole school daily acts of collective worship. The school is now well placed to make further improvements.
53. The introduction of the National Literacy Strategy has been managed effectively and additionally, the school has been part of the National Numeracy Project pilot programme. The staff have completed training for both of these initiatives and early indications are that the joint planning and approaches to teaching are having a positive effect on standards.
54. The school currently shares a governing body with the adjacent junior school and committees have been established to oversee finance, curriculum and personnel issues. The school development plan (SDP) is drawn up by the headteacher and staff at a meeting, which is also attended by one of the governors. The plan is then presented to the governors' committees before being ratified by the full governing body. The plan sets out clearly the action to be taken and lists the time-scales, success criteria and the cost of implementing the school's priorities over a one-year period. However, it does not extend beyond one year apart from a brief outline of the school's intention to continue monitoring the curriculum subjects and behaviour. The school could usefully extend the plan so that it provides a longer-term view of its aims and priorities and also its progress towards them.

Staffing, accommodation and learning resources

54. The school has a sufficient number of teachers who are well qualified with an appropriate range of subject expertise. There are a good number of classroom assistants who provide a high level of support to all pupils including those in the Nursery and the Hearing-impaired Unit. The financial and administrative assistants, mid-day supervisors and very good caretaking and cleaning staff all make a valuable contribution to the life of the school. Appraisal procedures are on going and classroom observations and interviews are used to support the professional development of staff and to improve the quality of teaching. Courses and in-service training are undertaken in line with the priorities identified in the school development plan. The newly qualified member of staff receives good support and an appropriate amount of non-contact time.
55. The accommodation is generally satisfactory. Outside there is a large hard surfaced playground, which has a slide, some seating and a planted border. There is also a small grassed area. Inside, the building is welcoming and well maintained. The bright displays in the corridors and classrooms show off the pupils' work to good advantage and help to create an attractive and stimulating learning environment. There is a spacious hall which is well used for assemblies, P.E., Music and as a dining area. The classrooms are adequately equipped to deliver the Key Stage 1 curriculum. The Hearing-impaired Unit has sufficient space to

accommodate both the Key Stage 1 and Key Stage 2 pupils. There is a separate nursery with a secure outdoor play area and sufficient equipment to support the children's physical development.

56. Learning resources are satisfactory for all areas of the curriculum. They are well stored in classrooms and the communal areas and are easily accessible to staff. The classrooms have satisfactory collections of books for use by the pupils, although, in some classes, these are not always displayed to best advantage. There is a library area with an appropriate range of reference books and this is well used by groups of pupils.

The efficiency of the school

57. The management and control of the school's finances are good. The headteacher prepares the budget based on fixed costs for the school and the governors' finance committee is fully involved in the decisions made in relation to spending. The headteacher and the governors monitor the budget carefully. They take due account of the use of additional monies allocated to the school for the Hearing-impaired Unit as well as other costs, which are shared with the adjoining junior school. The re-generation of the immediate area around the school has resulted in a fluctuating school roll and, as a direct result of this, over the past two years, the budget has been in deficit. The school development plan contains costings and financial implications over one year but does not extend beyond this in any great detail. The headteacher and governors need to ensure that contingencies are planned for and that further erosion of the current carry forward is prevented.
58. The school makes good and efficient use of its staff, accommodation and resources. Specific funding for the pupils with special educational needs and for those who attend the Hearing-impaired Unit is used effectively. The teaching and support staff are used well to enable the pupils to make good progress.
59. The quality of day-to-day administration is good. Daily routines and internal organisation are well established and the school functions smoothly. Two administrative assistants manage office procedures and the budget very capably; the financial assistant processes orders and invoices and there is an efficient system for checking the goods received. An audit of the school's financial procedures has only recently been carried out and, at the time of the inspection, an up-to-date report was not available. However, verbal feedback regarding the findings suggests that there are no major recommendations other than that the school should extend its financial planning beyond one year.
60. Taking into account the level of funding, the educational standards achieved by the pupils, the progress they make, the quality of education provided and the effectiveness with which staffing, accommodation and learning resources are used, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

61. At the time of the inspection, four out of the fifty-two children in the nursery were four years old. The nursery children attend school part-time until the September before their fifth birthday when the majority of them transfer to the two reception classes. In the reception classes there were fifty children aged under five. In the nursery and reception classes there are four hearing impaired children who are very well supported by a teacher of the deaf. Together, the teachers and nursery nurses provide a good range of work and the consistently good quality of teaching in the nursery ensures that the children make good progress. Good teaching is also a feature of the two reception classes and the children under five in these classes also make good progress.
62. The attainment of the children on entry to the nursery is below average and, despite the good progress made by the majority, they are likely to achieve the desirable learning outcomes only in the area of their personal and social development and in some aspects of mathematics. In the areas of language and literacy, physical development, knowledge and understanding of the world and creative development, they are unlikely to achieve the desirable learning outcomes by the time they begin compulsory education.
63. The children make good progress in their **personal and social development**. Before they join the nursery pre-arranged visits are organised and the transition from home to school is handled well. At the time of the inspection, many of the children had only been in school for a short time. The school's positive ethos and the good relationships that have been established between the teachers, the children and their families were well reflected in the way that all the children were settled and secure within the school environment. All of the staff promote the children's self-esteem and endeavour to raise their confidence through praise and encouragement. Snack time in the nursery is successfully planned as a social time where good manners and polite eating habits are expected and encouraged. In the nursery and in both reception classes the children are taught to handle materials and equipment responsibly and they make good progress in learning how to take turns and share resources. They soon begin to understand the difference between right and wrong. The majority of the children demonstrate a sound level of independence and work equally well at supervised, structured activities and those where they are allowed a free choice. Whilst there are a few children who require support from adults, most of the children can organise their belongings and know how to put on aprons for practical tasks or get dressed for outdoor play. The children in the reception classes can get changed for physical education with very little help. The reception children know how to tidy away at the end of an activity and all of the children, in both the nursery and reception classes, are able to move calmly to their groups for work, stories or discussions.
64. In the area of **language and literacy** the majority of the children make good progress. When the children enter the nursery their spoken language skills are generally poor. The class teachers and the nursery nurses plan a range of activities to encourage confidence in speaking and listening and these are extended and developed in both of the reception classes. The children talk about books and stories and join in class discussions about their work. The majority of the children listen very well to their teachers and to other adults. In role-play and in sand and water activities the children practise conversations although, in many instances, these are not at a high level. The class teachers and the nursery nurses ask appropriate questions to extend the pupils' understanding and to monitor their progress but only a small minority of responses are either well structured or articulated. In the Literacy Hour in the reception classes the children make good progress in early reading skills as they learn that words and writing convey meaning and use picture clues and a growing phonic knowledge to help with the understanding of the story. They learn the sounds and names of letters and begin to recognise some familiar words on notices and labels around the classroom. The children are also taught the correct letter formation and are encouraged to practise handwriting patterns. However, teacher expectations of accuracy and precision in early writing and presentation skills are not high enough and there is insufficient

monitoring of pencil grip, letter formation and emerging handwriting style. At the time of the inspection, only a small minority of the children were able to write their own name.

65. In both the nursery and in the reception classes the children make good progress in developing their **mathematical** knowledge and language through stories, counting songs, rhymes and practical tasks. The reception children know about numbers in everyday situations such as the number of children in their group. Most of them know the symbols for numbers up to five with some children able to trace or write them. A small minority of the children can count and recognise numbers up to ten. Almost all of the children are beginning to understand the concept of 'one more' as they work at simple addition tasks using counting apparatus. When using construction apparatus and playing with water, some of the higher attaining children make good progress as they begin to use the language of shape and become more confident with terms such as 'more than', 'bigger than' and 'longer than'. The children are provided with plenty of opportunities to order, sort and classify objects, for example, when they sort bears by size and by colour.
66. From a low starting point the children make satisfactory progress in developing their **knowledge and understanding of the world**. Most of the children can talk about their families, homes, holidays and other significant events in their lives. In the nursery the children learn about the weather and the seasons. They are beginning to understand some of the features of autumn and this includes learning about some animals that prepare to sleep through the winter. The children in the reception classes are beginning to distinguish between old and new when they describe the features of a collection of bears. Many of the reception children are able to feel a range of materials and talk about whether they are hard, soft, rough or smooth. Both the nursery and the reception children benefit from regular adult support in learning to use the computer. As a result they make good progress in using the mouse, the keyboard and directional arrows when using programs to support their language and counting skills.
67. The progress the children make in their **physical development** is varied. In the nursery the regular opportunities for outdoor play and the range of equipment available results in good progress in jumping, climbing and balancing. They improve their co-ordination and control and make further good progress as they aim and throw balls at a basketball net. However, for both nursery and reception children, the fine motor skills of cutting, folding and drawing round shapes are less well developed and progress in this aspect is satisfactory. The majority of the reception children are able to join materials using glue and fastenings. They can complete jigsaw puzzles and use modelling materials with varying degrees of skill and control. They can make interesting models using bricks and construction kits and they are learning to manipulate pencils, crayons and paintbrushes. In the reception classes the children extend and develop their manipulative skills but opportunities for wider activity and movement are limited to break and lunch time play and two sessions of physical education each week.
68. The majority of children make satisfactory progress in their **creative development**. They enjoy expressing themselves through imaginative play, art and music. They sing songs and rhymes enthusiastically and tunefully from memory and enjoy learning new ones during regular, structured 'rhyme time' sessions. Many children are happy to demonstrate and take part in action rhymes in front of the class group. There are opportunities for them to play a range of percussion instruments although these are not generally available for free play or experimentation. Ideas and images from topic work are expressed through paint and collage, as for example, when the nursery children create marble paintings in primary colours. The children in the reception classes work with play dough and stencil cutters to make bear shapes. The children are generally confident in choosing materials and they can describe in some detail the colours, textures and patterns that they make and observe. In the role-play area they re-enact the story of Goldilocks and the Three Bears, speaking with a limited vocabulary but taking on different characters and using appropriate expression.

ENGLISH, MATHEMATICS AND SCIENCE

English

69. The most recent benchmark data and the results of the end-of-key-stage tests indicate that at age seven the pupils' attainment in reading is average and in writing it is below average. When these results are compared with those of pupils in similar schools, attainment in reading is well above average and in writing it is above average. In terms of the number of pupils attaining the higher level (Level 3), attainment is well above the national average in reading and close to the national average in writing. Over a three-year period, from 1996, standards in reading have risen to match those found in schools nationally. Standards in writing over the same three-year period have been more variable.
70. By the age of seven, standards in reading are satisfactory. Taking account of the below average attainment in reading when the pupils first enter Key Stage 1, their progress is good. Most pupils read with increasing accuracy. They are familiar with letter sounds and use this knowledge to decode unfamiliar words. However, some pupils, especially those with lower ability, find it difficult to make informed guesses as to the meaning of unknown words and text. Most have a satisfactory awareness of the works of authors who write for their age group and can express opinions as to what they may think of their books.
71. By the end of Key Stage 1, standards in listening are average and in speaking they are below average. For example, the pupils listen attentively in the sessions in the Literacy Hour and respond well to instructions. However, when they are required to make a contribution to discussions, many lack a breadth of vocabulary and find it difficult to articulate their views and opinions. Progress in listening and speaking across the key stage is satisfactory.
72. Although the pupils make satisfactory progress, inspection findings confirm that standards in writing are below average by the end of Key Stage 1. By the age of seven, most pupils understand the use of capital letters and full stops to demarcate sentences. Most pupils' writing is of an appropriate size, but few are sufficiently proficient in joining their writing by the age of seven. As a rule, only the higher attaining pupils are able to write in sufficient depth or for a suitably wide audience. Standards in spelling are below average.
73. In all areas of their language development, the pupils with special educational needs attain standards that are good in relation to their ability and their progress in English is good. The pupils who attend the Hearing-impaired Unit respond well to the provision and make good progress in developing their communication skills.
74. At the time of the previous inspection the pupils' attainment and progress were considered to be sound. The full implementation of the Literacy Hour, the introduction of targets for reading together with improved teaching and additional support, have improved the progress made in this aspect. However, skills in writing, spelling and spoken language are not as well developed and the teachers' expectations of the amount and the quality of written work are often too low. There are limited examples of literacy in other areas of the curriculum. For example, the pupils write accounts of their experiments in science and the results of their research in religious education. However, in many cases, the pupils are presented with worksheets that require just a few words or short paragraphs for completion and this restricts their freedom of expression and ultimately their progress in writing. When the pupils are sufficiently well stimulated and are given the opportunity for free and independent writing, such as after the visit to the Black Country Museum, the content, style and fluency of their writing is much improved. They can also use subject specific vocabulary when writing about the Victorians. However, across the curriculum, many of the writing tasks given to the pupils lack sufficient challenge.
75. The majority of the pupils respond well in lessons. The pupils behave well and are courteous to

adults and to each other. They show interest in their work and sustain concentration. The pupils are sensible when working independently and are able to find books and equipment. They work co-operatively in pairs and groups, respecting each other's views and responding appropriately. For example, the pupils share the recording equipment well when listening to story tapes. They follow instructions and, when they have completed their tasks, they either sit quietly and sensibly or begin another activity. They are supportive of their peers, particularly those who are hearing impaired or who have other special educational needs. In several instances throughout the school, the pupils do not take sufficient pride in the quality and presentation of their written work.

76. The quality of teaching in English is never less than satisfactory and enables the pupils to make satisfactory progress. The teaching of language skills to the pupils who are hearing impaired is at least good and often very good. Relationships between the teachers and their pupils are good and discipline is secure. The teachers have responded well to the structure of the Literacy Hour. The lessons have a clear focus that is based on previous learning and the quality of the direct teaching helps the pupils to work hard towards targets for improvement which are clearly explained to them at the start of each session. The teachers plan meticulously for the different ability levels within the class and the organisation of the Literacy Hour is generally sound. However, some lessons overrun, leaving little time for the plenary session. In these lessons there is often a lack of urgency in the group tasks and the pupils are not encouraged to complete their work within the allotted time. Assessment has been used to identify those pupils in need of support for reading and to sort pupils into two groups for the introductory part of the Literacy Hour. Support staff are well deployed in the literacy sessions and make a valuable contribution to the pupils' progress. Information technology is used satisfactorily to support reading and spelling skills.
77. The quality of the teachers' marking is variable. There is a marking policy but it is inconsistently applied. In some classes work is left unmarked, there is no requirement for corrections to be completed and there is some unfinished work. In only a few cases is the marking informative, providing sound guidance to help pupils improve their work.
78. The school has a scheme of work for English that covers all the elements of the curriculum and promotes continuity and progression in learning. The school makes good use of standard assessments to monitor the progress of the pupils and to identify any trends. For example, improving reading has been a recent target and the need to improve writing and spelling has already been identified as a priority area. The co-ordinator oversees the teachers' planning and regularly monitors the pupils' work. She has had the opportunity to work alongside her colleagues to evaluate classroom practice. The school has an attractive library and the number and quality of the books is satisfactory

Mathematics

79. The results of the 1998 end-of-key-stage tests and assessments indicate that the pupils' attainment in mathematics is average. When compared with the performance of pupils in similar schools, attainment is well above average. Whilst the number of pupils attaining Level 2 is below average, the number of pupils attaining at the higher level (Level 3) is above the national average. Over the three years 1996-1998, the school's results have shown a year-on-year improvement.
80. Inspection findings indicate that attainment at the end of Key Stage 1 is broadly average and the majority of pupils make good progress. Throughout the school, the pupils who are hearing-impaired are taught mathematics in the mainstream classes. They are very well integrated, receive effective support and they make good progress. Other pupils with special educational needs are also well supported and they make good progress towards their individual targets.

81. By the end of Key Stage 1 the pupils have a good understanding of two digit numbers and can count confidently to one hundred and beyond. Most pupils make good progress in learning to read and match numbers to words. Some of the higher attaining pupils can read and recognise large numbers in the tens of thousands. Almost all of the pupils make good progress in using a number square. They can use it to count on and back in 5's and 10's. They are clear about and can explain the movement pattern for adding and subtracting nine. The pupils are beginning to know the early multiplication tables and by the end of the key stage, many Year 2 pupils understand how to multiply numbers by 2, 3, 5 and 10 and divide smaller numbers by 2, 3 and 10. They make further good progress as they add, subtract and multiply using tens and units. Numeracy is strongly emphasised in all the classes and the pupils make good progress in practising and perfecting mental strategies.
82. Many of the pupils are able to distinguish and explain whether numbers are odd or even. Some are able to solve simple money and measurement problems. The Year 2 pupils can name two and three-dimensional shapes and are able to recognise, copy and extend patterns. They learn to measure using non standard and standard units such as centimetres and many pupils can tell the time in hours and half-hours. Most of the pupils understand and can use the information from block graphs and Venn diagrams. A few of the higher attaining pupils can apply this knowledge to work in other subjects such as science. Information technology is used to support work in mathematics and the pupils can use computer programs to enhance their learning of numbers. However, further opportunities need to be found for the pupils to use the computer for example, to extend their data handling skills.
83. Across the school, attitudes to learning in mathematics are good. The pupils generally enjoy their mathematics lessons. They listen carefully during whole class teaching and discussions and show enthusiasm when answering questions. They work hard at the tasks set and the majority persevere when difficulties arise. For most of the lessons the pupils concentrate well on their work and they are well behaved. For some pupils, particularly the lower attaining ones, their limited writing skills cause them difficulty in recording their answers. For example, several pupils in the Year 1 classes are not confident when writing numbers, especially those with two digits.
84. The quality of teaching in mathematics ranges from satisfactory to very good. Overall it is good and this has a very positive impact on the good progress made by the pupils. In the best lessons, the teachers demonstrate a good knowledge and understanding of the mathematics they are teaching. The work is well planned to build on what the pupils already know and understand and the objectives of the lesson are clearly conveyed to the pupils. The teachers make especially good use of the oral work and mental calculation session to involve all the pupils in the group and to encourage oral explanations of the strategies used in calculation. Questions and apparatus are used imaginatively to obtain and sustain the pupils' interest and the teachers use the correct mathematical language when talking to the pupils. In a very good lesson with the Year 2 pupils the teacher used a cutout device very effectively to illustrate the pattern of 'add 9' on a large number square. A further good feature of this lesson was the teacher's own vibrancy and enthusiasm which motivated the pupils and moved them all forward in their learning. Whilst no unsatisfactory teaching was observed in mathematics, there are instances where too many worksheets are used. This limits the pupils' independence in recording their solutions to problems.
85. For the past year the school has been part of the National Numeracy Project pilot programme and this has had a positive impact on both the teaching and learning of numeracy skills. Membership of the project has given a sharper focus to in-service training and has helped to raise staff confidence in the subject. The co-ordinator is a leading mathematics teacher and she teaches alongside colleagues to share good practice and her own expertise. Together with her enthusiasm for the subject, this has raised the quality of mathematics teaching in the school and the attainment and progress of the pupils.

86. Although the school does not have a portfolio of moderated work, assessment procedures are well developed. The pupils' attainment and progress are assessed regularly and the results are used to plan further work. The co-ordinator is part of the planning process for each year group. There is a numeracy action plan, which highlights the priorities for developing the subject. One of the current aims is to share group and individual targets with parents. There is a good range of resources for mathematics but particularly in the reception classes, counting materials are not always readily and freely available for the pupils to use.

Science

87. The results of the 1998 National Curriculum Teacher Assessments for seven-year-olds indicate that the percentage of pupils attaining Level 2 is well below average when compared with similar schools nationally. However, the percentage of pupils attaining the higher level (Level 3) is well above average when compared with similar schools. Inspection evidence supports the view that, by the time they leave the school, standards in science are broadly average. The majority of pupils make satisfactory progress.
88. Pupils in Year 1 are able to make sensible predictions about the best materials to insulate sounds and realise that sound does not travel well through all materials. They test a range of materials to see whether they return to their original shape after being bent, squashed and twisted. They know that spiders have eight legs and that woodlice like their homes to be warm and dark. They record that worms do not like the sun as it makes their skin go dry. They also know and are able to record the fact that a female ladybird lays eggs on a leaf where there are plenty of aphids for the young to eat. In Year 2 the pupils are able to test the absorbency of materials and appreciate the need to ensure that the test is conducted fairly. They know that a sponge absorbs more liquid than a cloth and understand the value of absorbent materials in the kitchen. They know that bricks are made from clay and know where different materials such as wood and metal can be found around the home. They are able to predict whether certain substances will dissolve in water. The majority of the pupils know that there are over two hundred bones in the human body and that the smallest one is in the ear. They are able to identify sources of light inside and outside the home, and can classify these into natural and man-made categories. They are beginning to understand the principles of a simple electrical circuit and know how important it is to observe electrical safety rules at home and at school.
89. The progress made by the majority of pupils, including those with special educational needs, is satisfactory across the key stage. As they move through the year groups the pupils gain in confidence when testing their ideas and are more prepared to 'have a go' without the fear of being wrong. They gain a greater understanding of why, when growing beans, the ones given light are healthier and stronger. They further develop their understanding of the need for investigation and the fact that scientists do not find answers to their problems immediately.
90. The pupils' attitudes to learning are good and they enjoy science. They are eager to participate and work sensibly during group activities. They are pleased to discuss their findings with the teacher and their peer group. However, a lack of facility in writing means that many pupils, particularly in Year 1, have difficulty recording their findings in sufficient detail. Equipment and apparatus is handled carefully and shared willingly during group work.
91. The quality of teaching in science is satisfactory. Lessons are well planned and organised and the teachers make very good use of support staff during group work. Relationships in the classroom are good and a climate of trust is established. In the best lessons, praise and encouraging comments, motivate the pupils and give them the confidence to make predictions and simple hypotheses. The teachers have an enthusiastic approach to the subject and use questions effectively to make the pupils think and to move their learning forward. However, in several lessons, too many worksheets are used and the pupils have few opportunities to use their initiative to record their findings in a variety of ways.

92. Throughout the school science is taught as part of a topic. In the teachers' planning it is clearly identified as a separate subject within the topic, all the National Curriculum requirements are covered. Assessment procedures are good. The pupils' work is assessed twice a term and the work of three pupils is used for moderation purposes. The resources for science are satisfactory and include a small garden, which is used to support work in environmental science. From time to time, students from the local universities work alongside classteachers and good use is made of a Scientist in Residence. The science co-ordinator is enthusiastic and provides useful support and advice for staff. She has been able to share good practice by teaching alongside colleagues.

OTHER SUBJECTS OR COURSES

Information technology

93. During the inspection, little direct teaching of information technology was observed, although some pupils were observed receiving guidance with their word-processing skills. Evidence was gained from the scrutiny of work, teachers' planning files, observations of the pupils working either individually or in small groups, and by talking to pupils and the co-ordinator. The findings of the inspection are that standards of attainment in information technology remain in line with those expected of seven-year-olds nationally and the majority of pupils make satisfactory progress.
94. Since the previous inspection, the profile of information technology has been raised in a number of ways. The school has produced a more detailed and progressive scheme of work. The teachers have received additional training and, although there are still some limitations, staff confidence has increased. There are good assessment procedures. New hardware and software have been purchased and the school has developed a small computer suite which is due to be expanded further. There is a multi-media machine in each classroom which allows the pupils access to a wider range of programs. The school is now well placed to continue to improve and to raise standards further.
95. In the reception classes the pupils operate a programmable toy and guide its movements. The majority of pupils can use the mouse correctly to enable them to play matching games and to operate simple graphics programs. They use the return key and cursors to move an icon when engaged in a maze activity at the lunchtime club. In Year 1, the pupils use the computers to develop their understanding of initial letter sounds. They load their CDs into the appropriate drive, but some pupils have difficulty with the double click to select a specific program. In Year 2, the pupils are able to use a data handling program to display information about eye and hair colour in block graphs and pie charts. Although all the classrooms are equipped with computers, information technology is not yet being used regularly to support work in all areas of the curriculum.
96. The pupils make satisfactory progress in information technology. They make satisfactory progress in acquiring the skills of word-processing. For example, the youngest pupils can type a list of farm animals. Older pupils combine text and graphics when labelling parts of a flower and by the time the pupils leave school, they can select different fonts for different purposes and use the underline and bold keys. The majority of the pupils know how to save their work on disk and are able to retrieve it when required. The pupils in the Hearing-impaired Unit make satisfactory progress in learning the skills of information technology and they use them effectively to improve their speaking and listening.
97. Throughout the school, whenever the pupils are engaged with computers, they are enthusiastic and most remain on task. When using cassette players to listen to story tapes, they handle the equipment confidently.
98. The only direct teaching of information technology was in the Hearing-impaired Unit where the

teacher made effective use of the resources to stimulate language development. The classroom assistants are often deployed to support small groups of pupils whilst working with computers, but their skills and knowledge are not always sufficiently adequate to provide the appropriate guidance. The digital camera is used well to provide visual aids with a personal touch. For example, when sequencing the actions for making a hot drink, the pupils are able to work with photographs of themselves performing the tasks.

99. The co-ordinator has only recently taken over the responsibility for information technology and she has clear ideas for the further development of the subject. She has introduced a portfolio of pupils' assessed work and keeps a detailed record of class experiences. This is currently being refined to record individual attainment. The scheme of work is carefully linked to other curriculum areas but some shortcomings in staff expertise inhibit its full implementation.

Religious Education

100. By the end of the key stage attainment in religious education is in line with the locally Agreed Syllabus and the majority of pupils, including those with special educational needs, make satisfactory progress.

101. Pupils have an awareness of special occasions in the Christian, Jewish and Hindu calendar and know how important these events are. They know why Christmas and Easter are celebrated and are able to recall many of the main elements of the stories. The Year 1 pupils have a sound knowledge of Hindu customs and know that Hindu people light special lamps and eat special food at Diwali. They know that Peter was one of Jesus' special friends and record that 'Jesus was a nice man but some people didn't like him'. They consider praise and thanks to God for people who are important to them, such as a cousin who is special 'because she comes and plays with me'. The Year 2 pupils know that the Passover is a Jewish celebration when people share a Seder plate that has six foods on it, each of special significance. They recall that during Hanukkah the Jews remember miracles that happened long ago. They understand why God told Noah about a massive flood and write about the story accurately.

102. Pupils listen carefully and respond well during the lessons, and are able to consider a range of moral and social issues. They were observed studying the plight of the homeless, or the less fortunate, in a sensible and thoughtful manner and report that "My home is happy because I have a nice family". When expressing their views about the need to be kind to one another and the importance of sharing with friends, their responses are simple but reflect a good deal of sensitivity.

103. The quality of teaching in religious education is satisfactory. Relationships with the pupils are good and the teachers generally have a sound knowledge of the subject. In the most successful lessons the teachers make good use of a range of teaching aids. For example, during a lesson on the homeless, the teacher provided a cardboard box and blankets and invited a member of the class to become a 'homeless' person. The best work was seen when the pupils were freed from the constraints of worksheets and wrote thoughtfully and independently about the homeless. Another group worked well at making Diwali lamps out of clay. Much of the follow-up work in RE consists of worksheet activities that require little more than colouring in and these do not sufficiently challenge for the majority of the higher and average attaining pupils.

Art

104. Although a few art activities were taking place in classes and groups during the inspection, no direct teaching was observed. However, from the scrutiny of teachers' planning, from work in folders and on display and from talking to pupils, it is clear that the majority of pupils make good progress in art.

105. By the end of the key stage the pupils have used an appropriate range of media, techniques and styles and they have some knowledge of the work of famous artists. They can paint, draw and use malleable materials to represent their ideas and feelings. As they move through the classes they develop and refine their techniques and confidently mix colours to create landscapes, abstract paintings and drawings. After a visit to the Black Country Museum, the Year 2 pupils produced some particularly detailed observational drawings of some of the artefacts. The pupils can also recognise and discuss the features of an industrial scene as they create pictures and drawings in the style of L.S. Lowry. The Year 2 pupils are taught basic embroidery stitches and use these successfully to sew pictures of houses using cross stitch fabric and a range of threads.
106. In the reception classes the pupils make good progress in developing pencil and brush control. They improve the quality of their work by experimenting and practising the skills taught. The pupils learn about repeating patterns and print patterns and designs for wallpaper. As they create collages they begin to appreciate how different materials produce varying effects and textures.
107. The pupils in Year 1 learn more about the primary colours and colour mixing and, after studying Ellsworth Kelly's 'Colours for a Large Wall', they are able to produce some striking combinations. In addition to painting and drawing, the pupils use clay to make Diwas in connection with their work on Diwali. Many of them are successful in producing a greeting card using computer graphics.
108. In talking to the pupils they clearly enjoy art. They are proud of their work on display and take pleasure in looking at the pictures and posters of works of art. In the groups where art was taking place, most pupils were fully engaged in the tasks and worked enthusiastically.
109. The teaching of art has many good features. For example, the pupils are provided with opportunities to experiment; good use is made of the posters and other resources and classroom assistants and adult helpers are well used to support groups and individuals. This contributes to the good progress made by all the pupils, but particularly those with hearing impairment and other pupils with special educational needs.
110. Since the last inspection the co-ordinator has provided detailed guidance for staff members to enable them to deliver the art curriculum more effectively. There is a policy for art and a scheme of work with themes that are closely linked to the year group topics. The scheme details the specific skills and knowledge to be taught as the pupils move through the school. The school acknowledges that, to further improve the quality of work and the rates of progress for all pupils, the scheme of work needs to be reviewed and updated in the light of guidelines and information to be issued by the Qualifications and Curriculum Authority (QCA). Resources for art are satisfactory. They are stored both centrally and in classrooms and are easily accessible to staff.

Design and Technology

111. Only one lesson of design and technology was observed during the week of the inspection. Other evidence was gained from the scrutiny of work, teachers' planning, a collection of photographs and from discussions with pupils and with the co-ordinator.
112. The pupils in Key Stage 1 make good progress. This represents an improvement on the findings of the previous report. In the reception class, pupils use a range of construction materials to make models either from free choice or following guidelines. They follow a recipe to prepare a bowl of porridge as part of a theme based on "Goldilocks and the Three Bears". They taste and evaluate their work. In Year 1, the pupils use a range of malleable materials to make models of

hot air balloons. Older pupils visit a local building site and learn the skill of brick laying. They follow up this work by making their own model houses using both construction kits and nets which they have to fold, cut and glue to assemble correctly. They work with fabric and learn to use a running stitch to embroider the outline of their own homes.

113. In a very good project, the pupils worked in groups to submit a design for a new playground as part of the local re-generation plan. They worked together to prepare their designs and had to cost out the required equipment according to a specific budget. All the proposed schemes were carefully evaluated and the winning plan was submitted to the local authority.
114. In the one lesson observed, the pupils responded well. They were keen to produce their best work and they concentrated well. They used equipment safely and worked collaboratively sharing suggestions and strategies. The pupils' behaviour was good and boys and girls worked well together. The teacher made good use of group work, and classroom assistants were used effectively to teach skills and to encourage the pupils to discuss and evaluate their work.
115. The new co-ordinator for design and technology has made a good start. She provides advice and support to colleagues and oversees the planning for the subject. Design and technology is well integrated into the overall topic plan and the teachers' planning is based on a framework of skills and activities. The school acknowledges that the framework requires more detail and it is scheduled for review in the near future. The co-ordinator has assembled an impressive portfolio of pupils' work and has very clear ideas for the further development of the subject. An additional strength is the links that have been established with a variety of business organisations that enrich the provision in the subject. A retired engineer is a regular visitor to the school. The use of his skills and expertise to support the planned activities motivates, enthuses and encourages a high standard of finished work. There is an adequate range of materials and equipment to support teaching and learning in the subject.

Geography and History

116. Only three lessons were seen during the inspection, all in history in Year 2. However, it is clear from the scrutiny of work and discussions with staff and pupils that most pupils, including those with special educational needs, make satisfactory progress in both subjects.
117. By the end of Key Stage 1 the pupils can use simple terms about the passing of time. When looking at artefacts from Victorian times, most pupils have an understanding of what domestic life was like around the year 1900 and they can make some comparisons between 'then' and 'now'. For example, they are able to compare items of household equipment used at that time such as a warming pan, an iron and a carpet beater. The higher attaining pupils have a sound understanding of sources of evidence and are able to explain some of the ways in which we find out about the past. Following a visit to Tamworth castle the Year 1 pupils know the main parts of the castle and understand what life was like for those living there. When studying the Gunpowder Plot they record that Guy Fawkes was angry with King James and wanted to harm him.
118. In geography, the pupils in Year 1 colour code imaginative maps to help "Elmer the Elephant" find his way through the jungle and use a giant map to find where animals live in the world. After visiting the local Botanical gardens, they discuss the need to preserve special areas such as the rain forests. The pupils plan six designs for the new playground in the local area and vote for the best one according to its suitability. The Year 2 pupils plan and talk about their route to the swimming baths using the "Big Book" of the local area devised by the school. The higher attaining pupils can use co-ordinates to plot places on real and imaginary maps. They record the main differences and similarities between their own area and the Isle of Wight, and they use their knowledge of geographical terms to describe a visit to the sea-life centre. They are aware that Birmingham is a large city and know the names of the countries of the United Kingdom;

many pupils have difficulty placing these on an outline map.

119. In the history lessons observed the pupils displayed good attitudes to learning and enjoyed the sessions. They co-operated when in a group, used equipment and artefacts carefully and remained on task. They were able to discuss a range of issues relating to home life during Victorian times in a sensible manner. Some of the pupils' written work lacks attention to detail and it is poorly presented.
120. The quality of teaching observed was satisfactory overall with some good features. The teachers have good subject knowledge and are enthusiastic in the delivery of the lessons. The introductory sessions are lively and usually give clear guidelines about the expectations of the outcome of the lesson. Questions are well used to ensure the pupils' understanding and to move their thinking forward. The tasks provided for the pupils are suitably challenging for the different levels of ability within the class. For example, following a museum visit, the Year 2 pupils had written interesting and detailed pieces describing what they had seen, and were observed using a range of reference books to extend their learning. In the less successful lessons many of the tasks set are worksheet based. These require little more than a few words as answers, or cutting and pasting outline drawings and they do not provide sufficient challenge for the majority of the pupils.
121. In both subjects good use is made of a range of artefacts and books which the school has produced. The geography and history curriculum is enriched by a range of well-planned visits to museums and an area of natural countryside within a few miles of the school. The geography scheme of work, identified as a weakness following the previous inspection, has been revised and is now used effectively to plan work and to ensure more consistent progress in the subject.

Music

122. During the inspection two lessons of year group singing were observed. From these lessons, from discussions with the co-ordinator and the scrutiny of lesson planning, it is clear that music is generally well taught and the pupils are given a range of experiences that enable them to make sound progress.
123. By the end of the key stage the pupils have learned that different instruments have different timbres as, for example, when they use tambours to accompany songs. They can sustain a rhythm and keep to a beat. They are also able to distinguish between high and low sounds and can control the sounds of their voices. They know and can sing a range of songs from memory; they enjoy singing and they sing well. The pupils are further able to complete a variety of actions as they sing. They are aware of the difference between loud and soft sounds and they develop good listening skills as they listen to a variety of music both in music lessons and during assemblies. The pupils with special educational needs, including those who are hearing impaired, enjoy music and make good progress. The hearing impaired pupils are frequently able to feel the vibrations of percussion instruments as they join in the activities and they generally perform well.
124. The pupils' response to music is good. They are eager to become involved in the songs and activities prepared for them. They listen well and remain focussed and attentive throughout the lessons.
125. Most lessons are taught by an enthusiastic and knowledgeable co-ordinator. The lessons are planned according to the current topics and allow the pupils to listen, appraise, perform and compose. For example, the Year 1 pupils have recently used simple graphic notation to produce a sound picture chart for 'A Walk through the Jungle'. The pupils' learning in music makes a significant contribution to their spiritual and social development.

126. During the inspection the lessons observed were taken by the music co-ordinator and the quality of teaching was good. The sessions were well prepared, moved at a brisk pace and the planned activities built on previously learned skills. The teacher effectively targeted listening skills through the good use of open-ended questions. She used praise to motivate and encourage the pupils who responded well to her high expectations of the quality of the singing.
127. Throughout the school year the pupils have opportunities to learn more about musical instruments and experience live performances from a variety of visiting musicians. A small group from the City of Birmingham Symphony Orchestra has visited the school and some of the older pupils have enjoyed a brass workshop. In the past the pupils have enjoyed a concert from a steel band but, generally, there are limited opportunities for them to listen to and appreciate a range of music from non-western cultures.

Physical Education

128. The pupils make good progress in physical education. Pupils who attend the Hearing-impaired Unit are well integrated into the mainstream classes and make good progress. Pupils with special educational needs are sensitively integrated and they make good progress.
129. The pupils in the reception classes find different ways of moving. They hop, skip and jump, using the space in the hall appropriately. They understand the need for a warm-up activity and show good development of body control. In dance, these pupils match their movements to the mood of music and use their limbs and facial expressions to convey a range of emotions such as fear and joy. They learn to develop control and co-ordination in their dance sequences. When using the apparatus, they show a good understanding of safety and most pupils are able to take turns sensibly. The Year 2 pupils are taken to the local pool and are given the opportunity to learn to swim.
130. Almost all of the pupils behave well in lessons. They demonstrate positive attitudes to learning and pupils are able to work sensibly in pairs, individually and as part of a group. Most pupils remember to bring their kit for lessons and are able to get changed for their physical education lessons quickly and quietly. They enter and leave the hall in a very orderly manner. Most of the pupils are keen to produce work of good quality and listen well to the teacher.
131. The quality of teaching is good. Lesson plans are detailed and outline clearly the skills and techniques that pupils are expected to develop during the course of a lesson. All of the teachers pay due attention to health and safety but not all staff dress appropriately. Lessons begin with effective warm-up sessions and teachers demonstrate the work that the pupils are expected to complete. In these lessons there is challenge and high expectations. All the teachers prepare equipment well and emphasise the need for the correct lifting and handling of apparatus.
132. The school is well resourced for physical education. The hall is spacious and well equipped with a range of fixed and moveable apparatus. There are adequate outdoor hard play areas but the school does not have a sports field. The pupils have the opportunity to participate in co-operative games, competitive games and team events.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

133. The inspection was undertaken by an independent team of inspectors, led by Mrs. P. M. White, a Registered Inspector of Schools. During the inspection fifty-one lessons or parts of lessons were observed; this amounted to more than thirty-three hours. In addition, the inspectors observed the pupils entering and leaving school, in the playground at lunch and break times and during assembly and registration. Planned discussions took place with the headteacher, the teachers, the governors and other professionals working in the school. At least ten per cent of the pupils read with the inspectors and discussions were held with the pupils about their work. All of the documentation provided by the school was analysed. A parents' meeting was held and 6 parents attended this. Twenty-seven replies to the parents' questionnaire were returned and analysed and the results were used to help inform the inspection.

134. DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	171	8	41	84
Nursery Unit/School	26	0	1	11

Teachers and classes

Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent)

9

Number of pupils per qualified teacher

19.0

Education support staff (YR – Y2)

Total number of education support staff

7

Total aggregate hours worked each week

175

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)

2

Number of pupils per qualified teacher

13

Education support staff (Nursery school, classes or unit)

Total number of education support staff	1
Total aggregate hours worked each week	32.5
Average class size:	26

Financial data

Financial year:	1998/99
	£
Total Income	396,392
Total Expenditure	400,820
Expenditure per pupil	2,290
Balance brought forward from previous year	34,297
Balance carried forward to next year	30,409

PARENTAL SURVEY

Number of questionnaires sent out:

172

Number of questionnaires returned:

27

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	42.3	50.0	3.8	0	3.8
I would find it easy to approach the school with questions or problems to do with my child(ren)	37.0	51.9	11.1	0	0
The school handles complaints from parents well	28.0	44.0	20.0	0	8.0
The school gives me a clear understanding of what is taught	38.5	50.0	11.5	0	0
The school keeps me well informed about my child(ren)'s progress	37.0	55.6	7.4	0	0
The school enables my child(ren) to achieve a good standard of work	32.0	64.0	0	4.0	0
The school encourages children to get involved in more than just their daily lessons	32.0	48.0	16.0	0	4.0
I am satisfied with the work that my child(ren) is/are expected to do at home	32.0	56.0	8.0	4.0	0
The school's values and attitudes have a positive effect on my child(ren)	37.0	55.6	7.4	0	0
The school achieves high standards of good behaviour	19.2	57.7	15.4	0	7.7
My child(ren) like(s) school	51.9	48.1	0	0	0