

INSPECTION REPORT

COFTON PRIMARY SCHOOL

Cofton, Northfield,

LEA area: Birmingham

Unique reference number: 103315

Headteacher: A. T. J. Checketts

Reporting inspector: Sue Chesters
23196

Dates of inspection: 19th June – 22nd June 2000

Inspection number: 191400

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Wootton Road
Northfield
Birmingham

Postcode: B31 4ST

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Appropriate authority: The Governing Body

Name of chair of governors: Richard Cutler

Date of previous inspection: 7th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Sue Chesters	Registered inspector	Religious education History Geography Special educational needs	What sort of school is it? How high are standards? The school's results and achievements How well is the school led and managed?
Jim Griffin	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
Judith Clarke	Team inspector	Science Art Equal opportunities	How well are pupils taught?
Daphne Crow	Team inspector	Under fives English	How good are curricular opportunities?
Alan Hardwicke	Team inspector	Information and communication technology Design and technology Music	How good are curricular opportunities?
Michael Wainwright	Team inspector	Mathematics Physical education Pupils who speak English as an additional language	How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cofton Primary School is set within the city of Birmingham in the proximity of Northfield. Its large grounds meet with the rural border of Worcestershire. It has 382 pupils on roll (196 boys and 186 girls), which is more than most primary schools. This roll is approximately the same as it was at the time of the last inspection. Four per cent of pupils come from ethnic minority backgrounds and one per cent speak English as an additional language. This is low, compared to the national average. The percentage (17) of pupils registered for free school meals is broadly average. There are 75 pupils (20 per cent) on the special educational needs register; which is in line with the national average. Two pupils have statements of special educational needs. Most pupils live in the immediate area. Attainment on entry to the school is below average. The school is housed in several buildings on the same campus and there is a separate information and communication technology suite.

HOW GOOD THE SCHOOL IS

This is an effective school. Progress is good because pupils are taught well. They attain average standards by the time they leave the school in Year 6. Those pupils who speak English as an additional language and those with special educational needs make good progress. The newly appointed headteacher leads the school very well and has made outstanding improvements in the short time that he has been at the school. A strong deputy headteacher and a dedicated, hard-working staff ably support him. The school gives satisfactory value for money.

What the school does well

- Teachers teach well and consequently pupils learn well.
- Above average standards are achieved in information and communication technology throughout Key Stage 1 and in art at seven and 11.
- The headteacher and deputy headteacher give strong professional leadership. They are supported well by a dedicated staff and effective governing body.
- The school encourages its pupils to have good attitudes to learning, behave well, make good relationships and it fosters a clear code of behaviour, whereby pupils listen to others, try their best, think of others and check what they do. The school has a happy atmosphere where staff use praise effectively and provide good conditions for learning.
- It provides well for pupils with special educational needs and those who speak English as an additional language. They make good progress.
- It makes good provision for pupils' spiritual, moral, social and cultural development.

What could be improved

- Some assessment procedures that have been recently implemented but are not yet fully effective.
- Co-ordination of the curriculum; the co-ordinators' roles are not yet fully effective.
- Challenge for higher attaining pupils whose work is not always sufficiently demanding

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. After that, it was slow to improve and developed serious weaknesses. However, since the appointment of the new headteacher it has made very rapid improvement. It has addressed the issues raised at the time of the last inspection and has established worthwhile aims and values, on which it is basing its school improvement plan. It has implemented the literacy and numeracy strategies successfully and is reviewing all other subjects to prepare for the introduction of Curriculum 2000. Staff morale is good and senior staff and curriculum co-ordinators have clearly defined roles. Routines are now in place to ensure that pupils display appropriate levels of responsibility, care for their school and for each other. Behaviour, particularly at dinner times, has improved. The school is tidier and cleaner than was reported at the last inspection and parents say they are now made to feel welcome when they visit the school.

STANDARDS

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

Performance in:	compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	C	D	C	B	well above average A above average B average C below average D well below average E
Mathematics	D	D	D	C	
Science	C	D	D	C	

At seven, there has been a discernible upward trend in reading, writing and mathematics since 1996. Results in national tests (1999) were above the national average in reading and writing and, when compared with similar schools, they were well above average. In 1999, the percentage of pupils reaching the expected Level 2 or above, in reading and writing was close to the national average. However, the percentage of pupils reaching the higher Level 3 was above average. In mathematics, although the percentage of pupils reaching the expected level for the age group was below the national average, the number reaching the higher Level 3 was close to the national average. The percentages, in all subjects, reaching the higher levels raises the overall standards. When compared with similar schools these results are above average.

At 11, results overall since 1996, mirror the upward trend shown nationally. In 1999, national test results in English were average, when compared with all schools. In mathematics and science, they were below average. However, when compared with similar schools, results in English were above average and those of mathematics and science were close to average.

In work seen during inspection, levels of attainment throughout the school are at the expected level or above. Throughout Key Stage 1, attainment in both information and communication technology and art is above average. Attainment in art at Key Stage 2 is above average. This shows a continuing upward trend. Standards in religious education, at both key stages, are in line with the expectations of the locally agreed syllabus. The quality of learning in most lessons is good and the school is on course to meet its targets for English and mathematics for 2000.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and learning. They are enthusiastic about their lessons and are interested and involved in their work.
Behaviour, in and out of classrooms	Pupils behave well both in lessons and around the school. This has a beneficial effect on learning. There is a very small minority of pupils who lack consistent self-control. Pupils are sociable, friendly and welcoming to visitors.
Personal development and relationships	Pupils relate well to adults and to each other. They share ideas and work tasks well. They enjoy taking responsibility for jobs around school and are ready to take up more initiatives.
Attendance	Satisfactory. Pupils enjoy coming to school and are punctual.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is good. Ninety nine per cent of lessons were at least satisfactory; 45 per cent were good, 16 per cent were very good and 1 per cent were excellent. One per cent of lessons were unsatisfactory because pupils did not fully understand the tasks they had to do. The teaching of the under fives was satisfactory. The quality of teaching and learning in literacy is good. In numeracy, it is mainly satisfactory, although one unsatisfactory and one excellent lesson were seen. Teachers teach well the basic skills pupils need to achieve the tasks set. There are many consistently strong features and some weaknesses in teaching throughout the school. Teachers plan efficiently, have satisfactory subject knowledge and build good relationships with their pupils. The teaching and support staff work as an effective team. The higher attaining pupils, however, are not always challenged sufficiently well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There are good relationships with partner schools and the Local Education Authority.
Provision for pupils with special educational needs	Good. Pupils make good progress. The systems and procedures for monitoring the work of these pupils are very good.
Provision for pupils with English as an additional language	Good. These pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school has high expectations for good behaviour. Teachers teach pupils right from wrong and encourage them to work together sociably and respectfully. The contribution of assemblies is good.
How well the school cares for its pupils	The school cares for its pupils well. Personal support and guidance is good. Procedures for monitoring personal development and behaviour are good. Assessment of the pupils' academic progress is currently unsatisfactory. Although the school is developing good systems for assessing the attainment and progress of pupils, they are not fully implemented and have not yet had time to affect learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management provided by the newly appointed headteacher are outstanding. Together with the deputy headteacher, he provides very good and clear leadership for the school. A knowledgeable governing body gives very good support to the school. The hard-working and dedicated staff are taking an increasing part in managing their subjects.
How well the governors fulfil their responsibilities	The governing body is very well led and has an appropriate committee structure. It meets its statutory obligation and makes a very good contribution to school improvement.

The school's evaluation of its performance	The school has a clear view of its work and analyses effectively what works well and why. The quality of the procedures for monitoring teaching is particularly good.
The strategic use of resources	Financial planning is good. The school uses available resources both efficiently and effectively.

Since the appointment of the new headteacher, the school has made good progress in important areas of school improvement. The school now has worthwhile aims and values, which direct its work. It effectively evaluates its performance and takes decisive action to ensure that teaching and learning are good. There is a satisfactory number of suitably experienced and qualified staff to meet the demands of the curriculum. Learning resources for most subjects are satisfactory - as is accommodation. The governors apply the principles of best value very effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is now well led and managed. • Teaching is good. • Pupils like school, become mature and responsible and are expected to work hard. • The improvements since the new headteacher arrived; particularly tidiness, pupils' behaviour, parental involvement and better home-school communications. 	<ul style="list-style-type: none"> • The effectiveness of lunchtime supervision, especially the level and quality of communication between supervisors and class teachers. • The way the school deals with bullying. • Inconsistencies in homework levels and arrangements between classes. • Extra curricular provision, except for sport.

The inspectors agree with the positive views of parents. They agree that communication between midday supervisors and teachers is not always efficient, but the school is reviewing its systems. They find there are good systems now in place to deal with instances of bullying. They agree, homework is inconsistent throughout the school. There is a homework policy but it is not yet consistently applied. Extra curricular provision is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the time of the previous inspection, pupils achieved levels which were appropriate for their age and abilities in all subjects, except in art and physical education at Key Stage 2, where attainment was below national expectations. In religious education levels of attainment, at both key stages were in line with the expectations of the locally agreed syllabus. The school has maintained similar standards since that inspection, except in information and communication technology, where standards at Key Stage 1 have improved and are now above average and in physical education at Key Stage 2 where standards are average. Standards in art are now good at both key stages. This is also an improvement since the last inspection. Over time, progress is satisfactory in all subjects. Learning now taking place in lessons, is good in all subjects.
2. Children enter the reception year with levels of attainment across all areas of learning that are below those expected for the age group. In their first year at school, they begin to listen well and confidently answer questions. They begin to build up a sight vocabulary when reading and learn to form letters correctly. Many count to at least ten and recognise two-dimensional shapes and most primary colours. They make satisfactory progress and the majority of children achieves the Desirable Learning Outcomes¹ by the time they are five.
3. At Key Stage 1, attainment in the national tests last year, was above the national average in reading and writing, when compared with all schools. When compared with similar schools they were well above average. The number of pupils reaching Level 2, the expected level for the age group, was close to the national average. However, the percentage reaching the higher level 3 was above average. This resulted in the above average results overall. In mathematics, although the percentage of pupils reaching the expected Level 2, was below the national average, those reaching the higher Level 3, was close to the national average. This was compared to all schools. However, when compared with similar schools these results are above average. This represents a steady upward trend over the last four years in all three subjects and an improvement since the last inspection. In particular it represents an improvement in the challenge presented to more able pupils, which was highlighted in the last report as a weakness.
4. Inspection evidence judges attainment at the end of Key Stage 1 to be average in all aspects of English. Pupils listen carefully to each other and to adults. They speak in sentences and answer questions clearly using appropriate vocabulary. Reading has a high focus and pupils enjoy books and talk about them with understanding. They read confidently and use different methods to tackle unknown words. Writing standards are average. Pupils begin to use full stops accurately and spell regular words correctly. Some pupils use extended vocabulary correctly in their writing.
5. In mathematics, standards at seven are average. Many pupils discuss their mathematics confidently, recognise patterns in numbers and understand place value. In science attainment is also average. Pupils develop understanding across all aspects of the science curriculum through practical investigation and exploration.

¹ ON DESIRABLE LEARNING OUTCOMES

This is a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy, mathematics, knowledge and understanding of the world; creative development; physical development and personal and social development.

6. The rate of improvement over the past four years in the national tests at the end of Key Stage 2, is in line with the national trend. There has been a steady rise in standards in the main subjects of English, mathematics and science mirroring the national rise. The number of pupils reaching the higher Level 5, was still below average in English and well below in mathematics and science. This means that in 1999 pupils were still not being challenged sufficiently, as was reported in 1996. However, inspection evidence finds that levels of attainment in the current Year 6 are in line with expectations in English, mathematics and science. Most pupils are on track to attain the average Level 4 by the time they leave the school.
7. There is no significant difference in the attainment of boys and girls at either seven or 11, nor that of pupils from different minority ethnic backgrounds. Pupils with special educational needs and those who speak English as an additional language make good progress.
8. Standards of speaking and listening are at the expected level in Year 6. Pupils listen carefully, discuss issues confidently and explain their work fluently. Reading standards are broadly average in Year 6. Pupils discuss literature in depth and use reading skills across the curriculum well. For example, they scan texts in religious education to identify key information. Pupils develop skills of using non-fiction texts satisfactorily. Standards in writing are slightly lower than in reading. Pupils write for different purposes and include the expected level of grammar. For example, they write descriptively or in reporting style in history. They begin to take pride in the presentation of their work and have regular opportunities for practising handwriting.
9. The proportion of 11 year olds reaching the expected Level 4 in mathematics, was in line with national levels but the number of pupils reaching Level 5 in 1999, was too low. Most pupils work confidently with numbers to a thousand and have a good understanding of place value. They have a satisfactory understanding of number but are less confident with shape and space and data handling.
10. In science, pupils reach average levels through practical investigation of the different aspects of the science curriculum. They use correct scientific language and write scientific symbols correctly.
11. Standards of literacy and numeracy are in line with expectations at both key stages. Good use is made of literacy skills in other subjects such as, religious education and history. For example, pupils use their speaking and listening skills well to debate and discuss ideas and feelings in lessons on the main religions of the world. Numeracy skills are used well in geography and science. For instance, pupils use their knowledge of negative numbers when measuring temperature. The school's current focus on teaching basic skills to enable pupils to succeed in the tasks set ensures that the majority is reaching the targets set for them. The school sets itself appropriate targets and strives to exceed them.
12. Standards in religious education are in line with expected levels in both key stages. Teachers cover the locally agreed syllabus thoroughly. Pupils are given good opportunities for spiritual development in assemblies. This supports their understanding of themselves well.
13. Attainment in information and communication technology is above the expected level at seven and is in line with expectations in the current Year 6 classes. Within lessons in the computer suite, attainment throughout both key stages is above expected levels. In Year 5 attainment is consistently above average in both classes. Pupils use word processing skills confidently and understand data handling using computers. They use the Internet competently and use control technology efficiently. They understand the notion of monitoring external events using computer technology and use technology well as a tool in other subjects.

14. Standards in all other subjects are at the expected level at both key stages, except art, which is above average at both key stages. The school works hard to raise standards in all subjects. The thorough coverage of the curriculum throughout the school ensures pupils make satisfactory progress over their time in school. This, together with the clear learning objectives set by teachers in most lessons is beginning to have a positive effect on raising standards. The quality of learning in lessons is good.

Pupils' attitudes, values and personal development

15. Pupils have good attitudes to school and to learning. They show respect for teachers and relationships are good. This has a positive impact on the way that pupils respond to all school activities. Most parents who responded to the questionnaire, report that their children like coming to school.
16. Behaviour is generally good throughout the school, although there is a very small minority of pupils who lack consistent self-control. This is not evident in most lessons, but is seen occasionally when work is insufficiently challenging and interesting. However the good behaviour of the large majority is most dominant, and evident when pupils gather for assembly or in the dining hall.
17. Most pupils relate well to each other and to their teachers. They share ideas and work tasks well. Pupils care for others and are seen helping friends who have had minor accidents. As they get older they develop an understanding of and respect for others. Personal development is satisfactory. Pupils enjoy taking the initiative for routine jobs around school. They respond to these opportunities well and are ready to take more responsibility.
18. The pupils are keen and interested in their lessons. They are enthusiastic learners who enjoy their work and apply themselves well to the tasks set. They are keen to work hard and achieve at a good pace. They appreciate the work that the teachers put into the lessons and show good levels of curiosity and application in their work. For example, in a Year 5 literacy lesson the pupils were reluctant to go out to play because they were so engrossed in the work they were doing. All try hard and this is evident at all levels of achievement and in all subject areas. Pupils demonstrate appropriate levels of independence in their work and concentrate well on the tasks set for them.
19. Attendance is satisfactory and there was no unauthorised absence recorded for the last year. Parents say that their children attend school enthusiastically and this is evidenced in the pupils' attitudes in school. Punctuality at the beginning of sessions is good and the pupils come to lessons promptly after break-time. As a result of the pupils' good attitudes to school, they are keen to learn and make good progress.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good overall. In 99 per cent of lessons observed the quality of teaching was satisfactory or better. Of these lessons, 37 per cent were satisfactory, 45 per cent were good and 17 per cent were very good or excellent.
21. Out of seventy one observations there was one unsatisfactory lesson seen during the inspection. This unsuccessful lesson was planned appropriately by the teacher but the impact of the teaching was limited because the pupils did not fully understand the task they were asked to do and the teacher failed to ensure that the pupils were clear about their learning. The teaching in this class was overall satisfactory. This particular lesson was not representative of the teacher' work.

22. In the previous inspection a significant minority of the lessons were judged unsatisfactory. This is no longer the case as the quality of teaching is overall good. The unsatisfactory lessons in the previous inspection had common features. There were not enough opportunities for the pupils to be responsible for their own learning. Lesson objectives had not been made clear and tasks were ill-matched to the attainment of the pupils. Standards in teaching have improved, particularly recently, through the headteacher's monitoring throughout the school. Teachers now consistently and effectively share learning objectives with the pupils and refer to the objectives throughout the lesson. This ensures that the pupils have a clear picture of what it is they are to learn and are thoroughly involved in their own learning. This is a significant improvement from the previous inspection. Teachers now challenge most pupils well, although there is still improvement to be made in challenging higher attaining pupils in their independent work.
23. The quality of teaching of the children under five during the inspection was overall satisfactory. Forty per cent was good. In Key Stage 1, 69 per cent of lessons were good; 19 per cent of these lessons were very good or excellent. In Key Stage 2, 78 per cent of lessons were at least good; 18 per cent of these being very good.
24. The teaching of literacy is good overall. Teachers plan effectively to the requirements of the National Literacy Strategy. They have good subject knowledge and question pupils effectively, carefully matching the questions to assess the learning of the pupils. They know the pupils in their class well and ensure that they are challenged appropriately in their learning. Teachers are working well to continue to raise standards in this area, however, there is still work to be done in challenging the higher attaining pupils.
25. Numeracy teaching is satisfactory overall. Although it is in its early stages of development, teachers have worked hard to adjust what they do in lessons to meet the requirements of the National Numeracy Strategy. In the excellent numeracy lesson observed during the inspection, the teacher's very high expectations, challenging mental arithmetic session at the start of the lesson, coupled with the carefully focused assessments made, resulted in very good response by the pupils. The busy working atmosphere in the classroom and the brisk pace of the lesson helped ensure that very good learning took place for all pupils, including the higher attainers.
26. The teaching of the pupils under the age of five in the reception classes is satisfactory overall. The teachers have a satisfactory knowledge of the needs of young children and they are secure in their understanding of how young children learn. They provide a wide range of practical activities, which involves the children in their learning and develops and extends them appropriately. Teachers teach basic skills well and there is an appropriate emphasis on the teaching of reading, writing and number.
27. The teaching of pupils with special educational needs and those with English as an additional language, is good. Teachers plan well to meet the needs of individual pupils. They match work carefully to their levels of attainment. They brief and deploy support staff well. This results in pupils making good progress. The special needs co-ordinator withdraws groups from each year for literacy support groups. The teaching in these lessons is consistently very good. The very good team work between the teacher and support staff in these sessions results in very good learning and pupils move their literacy skills forward rapidly.
28. Subject knowledge is satisfactory. Teachers have satisfactory knowledge and understanding of the subjects they teach. They use appropriate subject based language to develop the pupils' knowledge and understanding of the subject. This was evident in most subject areas. For example, in a music lesson the teacher used the correct musical language, 'dynamics', 'beats' and 'bar'. In science the pupils learn the terms 'producers' and 'consumers' as they learn

about food chains. However, in mathematics, whilst the vocabulary to be used was planned in to the lesson, it was not regularly reinforced.

29. Teachers are effective in teaching to their strengths and this is seen in the parallel classes where the teachers give one another good support. Specialist teachers of musical instruments are welcomed to the school and give a significant number of pupils extra support in their instrumental tuition. The part-time teacher for information and communication technology gives good support to her colleagues and teaches her subject throughout the school. Her lessons include an element of training for the teachers enabling them to give good lessons. This is very good use of specialised teacher knowledge to widen and develop the skills of all the teachers in the school.
30. Planning is good. The teachers in the reception classes plan appropriately for the areas of learning for young children. In literacy and numeracy the teachers plan very closely to the structured frameworks of the National Strategies. This is a strength of their work. Teachers set out clearly what it is they expect the pupils to learn during the lesson. They share this with the pupils at the beginning of the lessons. This is a consistent feature of teaching throughout the school. The teachers clearly understand the need to develop the pupils' learning through carefully structured work and they challenge pupils well. For example, in a Year 6 mathematics lesson the pupils were challenged throughout by the teacher's very secure knowledge of Fibonacci's number sequences and patterns. The consequence was that the pupils responded well to this interesting and challenging lesson and so their pace of learning was fast. In most lessons teachers remind the pupils what it is they are to learn. This ensures pupils have a very clear understanding of what they are learning and the expectations of the lesson. At the end of the lessons, teachers check, by questioning, whether pupils have learned what was expected. This carefully constructed work means that teachers are fully focused in their teaching and pupils on their learning.
31. Teachers' expectations of the pupils and their work are satisfactory, although teachers sometimes underestimate the ability of higher attaining pupils. Teachers question pupils well and work is mostly well matched to pupils' individual needs. Although the high attaining and gifted pupils have been recently identified and are now generally receiving work well matched to their needs, in some lessons the teachers' expectations of these pupils do not always ensure enough challenge. For example, in a mathematics lesson where the pupils were exploring different uses of time, the higher attainers completed their task quickly and were not challenged and extended in their work. However, recently, teachers have increased their awareness of strategies for extending higher attaining pupils.
32. Pupils work well in groups, pairs and individually. Teachers encourage them to concentrate on their work and not to waste any time. Pupils collaborate well in class and listen to each other as they discuss and talk about their work. Pupils are prepared to be critically supportive of each other as they deliberate about their work and talk about improvements. The good relationships in the class, between pupils and adults, adds to the quality of the work produced and the way in which pupils learn. Teachers' expectations of the pupils are particularly high at the end of Key Stage 2, where the teachers set demanding challenges for pupils. Teachers expect pupils to work hard and to the very best of their ability.
33. Teachers organise their lessons well. They group pupils effectively and this helps them to learn well. Staff use the format of the National Literacy and Numeracy Strategies effectively to support teaching in other subjects. Teachers use cross-curricular links well. For example, pupils use information and communication technology effectively to support many other subjects, including art, mathematics, English, history and geography. In physical education lessons teachers organise the pupils very well to arrange and prepare the apparatus for the lesson. This ensures that the lesson does not lose its pace and the pupils are fully involved at all times.

34. The management of pupils throughout the school is good. Consequently, the pupils work in a busy, interested and active manner. Teachers manage pupils consistently. There are clear procedures to deal with pupils who find it difficult to behave well. These procedures are used consistently throughout the school. Teachers work hard to catch the interest of the pupils. Where this is done successfully, it results in pupils having very good attitudes to their work.
35. Teachers organise time and resources effectively. They keep the pupils actively involved in their lessons. Teachers move lessons along at a good pace. They allocate time for pupils to think about their tasks and consolidate their work. They use resources well to support the work in the classrooms. They use a wide range of resources safely and to good effect.
36. The quality of day-to-day assessment is satisfactory. Teachers question pupils well to assess individual pupil's grasp of the concepts being taught. They mark pupils' books regularly in an encouraging and supportive manner. However, marking does not consistently give guidance to pupils and tell them what they are to do next to improve the quality of their work, nor does it challenge their thinking. The day-to-day recording of pupils' individual levels of attainment is not systematically and consistently developed throughout the school. There is at present no secure system for recording and passing on information to other teachers, either at the end of the year or to supply teachers. This means that occasionally lessons are not fully effective in stretching and challenging all the pupils in the class. This is particularly so for the higher attaining pupils and those that the school has recently identified as being able and gifted.
37. Pupils have homework in the form of reading and spellings and often the pupils research work they are doing in class. Occasionally pupils work on specific topics planned by the teachers. For example, Year 5 pupils designed and made lighthouses at home using skills they had learned during lessons. The work pupils do at home is valued by the teachers and enhances pupils' learning. However, homework levels are too low and variable between classes, to provide all pupils with sufficient opportunities to regularly practise and apply classroom learning.

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

38. The school provides a satisfactorily broad and balanced curriculum. It meets the requirements of the National Curriculum and of the locally agreed syllabus for religious education. The curriculum has improved since the last inspection in terms of its quality and depth. The school now provides all its pupils with a breadth of experiences in a number of key areas. However, many subject policies are still in draft form and the school has only recently begun to review and up-date its provision. It has recently identified its gifted and talented pupils and is beginning to address their needs more fully.
39. The school's strategy for literacy is good and that for numeracy is satisfactory. The school has detailed provision for promoting literacy that is in line with the requirements of the national literacy strategy. The work is carefully planned to ensure consistency across the school. Opportunities to develop literacy skills in other subjects are also carefully planned. For example, in science, pupils are encouraged to use scientific terminology when describing their observations. In all subjects, teachers skilfully make the most of possibilities for language development in all subjects. They plan and use subject specific language and encourage pupils to answer questions using appropriate terms in the right context.
40. Numeracy is also promoted satisfactorily following the policies laid down in the National Strategy. In information and communication technology, for example, pupils use their

numeracy skills to help them produce tables and graphs. They generate these on the computer to illustrate data. They produce mathematical patterns using Logo programming language.

41. The curriculum is effectively enriched through good provision for pupils' personal, social and health education. This includes appropriate provision for sex education, and drugs awareness. Educational visits, including residential opportunities for all pupils in Key Stage 2, are well established and an important part of the development of pupils' social skills and independence. These visits are well organised and provide a range of well-planned activities. They cover the outdoor and adventure activities which form part of the requirements of the National Curriculum for physical education.
42. Curricular provision for pupils with special educational needs and for those who speak English as an additional language is good. The school complies fully with the Code of Practice for pupils on the register of special educational needs. Pupils are carefully assessed and their needs are accurately diagnosed. They receive good support in school and from outside agencies. The quality of individual education plans is good and activities are well matched to the targets set. Pupils receive high quality teaching when they are withdrawn from class and good support when they are not. This enables them to follow a broadly similar curriculum to their classmates. Records are well maintained and progress is carefully monitored. All reviews and statutory assessments are properly carried out.
43. The school provides a good range of extra-curricular activities. These include a very good range of sports activities. They include cycling proficiency classes, a reading club for Key Stage 1 and a literacy club for Key Stage 2. There is a school choir, a computer club, and a chess club. These activities are attended by a good number of pupils of all ages; both boys and girls. The school offers good, equal access to the full curriculum to all pupils.
44. Links with the local community and with other schools are good. Year 6 pupils take part in an annual transfer day organised by the local education authority. On this day all pupils visit their new school. The school is also developing constructive links with two local 'Beacon' schools. Pupils work alongside other schools using electronic mailing systems. For example, pupils shared their ideas on poetry-writing with another school electronically. The local police liaison officer provides a useful contact point between the school and the local community. He visits the school regularly and discusses topical issues and establishes understanding and trust. He has also been involved in leading community issues in whole school assemblies.
45. Provision for spiritual, moral, social and cultural education is good. The school provides satisfactorily for pupils' spiritual development. There are opportunities in assemblies for pupils to reflect upon matters that have been discussed and for them to develop an appreciation of the world about them. In a very good assembly taken by a class of Year 6 pupils that was related to the story of 'The Prodigal Son', there was a very clear spiritual element and this was epitomised in the words 'Love is the most precious thing we have'. However, this type of spiritual development is not planned into lessons sufficiently and places too much reliance on incidental provision mainly through religious education and assemblies.
46. Moral development is well promoted. Teachers encourage pupils to have a clear understanding of the differences between right and wrong. They expect pupils to be considerate and respectful towards one another. Every class has an appropriate set of rules for behaviour and targets for the development of individual pupil's behaviour.
47. The school fosters social development well. This is demonstrated well in the way pupils are encouraged to listen to each other, take turns and share. The opportunities for Key Stage 2 pupils to participate in a residential visit helps develop their social skills effectively.

48. Much of the stimulus for cultural development comes through religion, art, music and literature. Pupils enjoy learning about the major world religions. In literacy lessons they study a wide range of books and poetry written by a variety of authors and poets from other times and other cultures. In art, pupils study the work of famous artists from our own culture. For example, they study Lowry and Monet. Pupils also study artwork from countries outside of Europe, such as from Kenya and Jamaica. Visitors to school enhance pupils' cultural understanding. For example, pupils in Year 6 have recently worked alongside Birmingham's Poet Laureate, Sybil Ruth.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. As at the previous inspection, the pastoral care arrangements for pupils are satisfactory. Procedures to promote and ensure pupils' well-being are satisfactory. Pupils are effectively encouraged to be sensible, to help, to respect and care for others. This leads to a calm and supportive atmosphere in school and has a positive effect on pupils' learning. Pupils confirm that they are well cared for if they are ill or otherwise distressed. School has good arrangements for induction to reception and other classes. Year 6 pupils, who mostly transfer to one of three schools, are effectively supported.
50. Procedures for monitoring child protection are less secure. There is a designated staff member. Pupils are made appropriately aware of this subject as part of their personal and social education. However, there is insufficient written information to ensure that staff, especially supply staff, are kept informed of the school's procedures. The school has identified this issue and highlighted the need for further training in this area.
51. Procedures to ensure pupils' health and safety are good. Regular health and safety inspections are reported to a governing body sub-committee. Teachers make pupils aware of health and safety issues in practical lessons, such as physical education and design and technology. This effectively contributes to the development of a safety conscious attitude among the pupils. Regular evacuation drills are carried out. Fire alarm testing and the inspection of portable electrical equipment are routinely carried out by external agencies. The practical arrangements, including first aid, to deal with any incidents or accidents are well established and appropriate. The separate infant and junior playgrounds, make playtime inherently calmer and safer.
52. Procedures to monitor and promote good behaviour and discipline are now good. As a result the school's atmosphere provides good conditions for learning. The main emphasis is on recognising and rewarding good behaviour and nearly all pupils have responded positively. A clear range of rewards and sanctions are in routine operation. There is good awareness and involvement of parents, when needed. In lessons, teachers use praise effectively and maintain clear and consistent boundaries between what is acceptable and unacceptable behaviour.
53. Procedures for monitoring and eliminating oppressive behaviour, including bullying, are now satisfactory. The very small minority of pupils with significant behaviour difficulties is now clearly identified. Their needs are systematically addressed. Parents and outside support services are effectively involved in defining the source and nature of their problems. Individual behaviour plans are in place and carefully monitored until behaviour improves. Most staff deal effectively with any misbehaviour in lessons. The headteacher keeps an on-going record of serious behaviour incidents and the measures taken to address such incidents. However, links between lunchtime supervisors and teaching staff are ineffective. The current arrangements are based on oral reporting of incidents between the senior lunchtime supervisor and fourteen teachers. As a result, at best, reporting is confined to serious incidents whilst minor incidents tend to go unreported. Parents and pupils both state that the approach and response to playground incidents at lunchtime is not consistent with what applies during the

rest of the school day. The school aims to prevent bullying through its personal and social education program and assemblies. Pupils confirm that bullying incidents, once disclosed to teaching staff, are effectively handled.

54. In a very short space of time the newly appointed assessment co-ordinator has developed and implemented a range of assessments to monitor pupils' academic and personal development. These are effective in assessing the annual attainment and ongoing progress of pupils in Key Stage 2. This is an improvement since the previous inspection. Procedures in Key Stage 1 are not yet as well developed. They have not been in place for sufficient time to become effective.
55. Procedures to monitor and improve attendance, including lateness, are now good. Attendance and lateness data is monitored weekly. Pupils with poor attendance are systematically identified and carefully monitored. Reasons for pupils' absences are sought from parents. Parents are clear on the need to inform school when pupils are absent and are well aware of the school's views and rules about holidays during term time. Recognition and rewards are now given for full attendance, over a term and the school year. Since this recognition was introduced, there has been a marked increase in the number of pupils with full attendance.
56. Good work and attitudes are regularly celebrated in assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps raise their self-esteem. The assemblies also provide pupils with good opportunities to reflect on their lives and the needs of others. Key Stage 2 pupils compete in a good range of team sports, including regional football competitions. These events, combined with residential visits for all junior classes, further develop pupils' discipline, personal application, team spirit, a sense of fair play and a wider knowledge of surrounding areas

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The partnership the school has with parents is satisfactory with some good features. Parents make a satisfactory contribution to the quality of education provided and the standards their children achieve.
58. About a quarter of parents replied to the questionnaire and 16 parents attended the pre-inspection meeting. Based on the parents' meeting and questionnaire returns, parents are broadly satisfied with what the school provides. Parents are very positive about the improvements since the arrival of the new headteacher. They are impressed by the improved pupil behaviour and the tidier and brighter environment. Also school is more open and proactive. As a result, they are now confident that their questions, suggestions or concerns will be rapidly addressed. However, a significant minority do not yet feel well informed about how their pupils are getting on. They feel the reports of 1999 did not give enough information about their children's achievement and progress. They are also concerned about the low level and lack of pattern to homework and the lack of extra-curricular opportunities, apart from sport.
59. The quality of the latest pupils' written annual reports, issued in summer 1999, had unsatisfactory elements. They did not clearly identify how well pupils were doing, in the main subjects. Also statements such as 'the pupil has made progress, this year' do not give the parent any sense of whether the pupils' progress is good enough. As a result, a significant minority of parents indicate that they do not feel well informed on pupils' progress. This is despite the almost full attendance at termly consultations. There is no systematic identification of improvement targets, based on the pupils' areas for development. The lack of written opportunity for pupils and parents to comment on the reports further reduces their impact on future learning. The inclusion of pupils' personal and social progress, is a positive

feature. Links with parents about pupils who are causing concerns, such as behaviour or attendance, are now prompt and effective. Information and other links with parents of children with special educational needs is good.

60. Information the school sends to parents is satisfactory. The current prospectus is attractive but out of date. A new version is in draft form. The current timing of governors' annual report to parents, is too late to inform parents effectively about forthcoming school events. In contrast, recent newsletters keep parents very well informed on school life. The inclusion of termly information on the curriculum elements gives parents a useful overview of their children's work.
61. Parents' involvement with the work of the school makes a satisfactory contribution to pupils' learning. Most parents are interested in supporting the progress of their children. For example, nearly all attend the termly consultation evenings. Also, discussions with pupils indicate that most have somebody at home who checks that any set homework is done. However, homework levels are too low and variable between classes, to provide all pupils with sufficient opportunities to regularly practise and apply classroom learning. To date, attendance at meetings to discuss curriculum matters, such as, the literacy and numeracy hours, is low. Parents have not yet been involved in the creation of a home school agreement. Many parents attend and enjoy celebration assemblies, summer performances and sports day.
62. There is an active "Friends of Cofton School" group that works well with the school. Members organise and run fundraising and social events, typically raising about £3,000 a year. These events, also help to establish and maintain good informal links between staff, parents and pupils. Funds are generally used to enhance existing resources. For example, recent funds were used to provide a stereo system, decoration for the information and communication technology suite and extra play equipment for reception pupils. All parent governor positions are filled. The governors run a suggestion box for parents to raise any concerns. About a dozen adult helpers give regular and valued help, mostly in Key Stage 1. They help with art and crafts, reading, making extra resources and on school visits.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The leadership and management of the school are now good. The newly-appointed headteacher, the deputy headteacher, the senior management team (which includes the key stage co-ordinators), governors and staff work well together. The senior management team has newly defined roles and a high focus in leading the school's work. Together they have a shared vision, firmly focused on raising standards and providing the best education possible for the pupils of the school.
64. At the time of the last inspection issues were raised concerning the roles of senior staff and curriculum co-ordinators who had no clearly defined responsibilities. The school had no long-term development plan setting out the vision and aims for its work. Following that report, improvement was very slow. At a subsequent monitoring visit by HMI, the school was put into serious weaknesses. However, in recent months, since the appointment of the new headteacher, the school has made significant improvement and has addressed all the issues raised. It is now well placed to move forward rapidly.
65. The school now has a worthwhile set of aims and values, which are beginning to drive its work. The school improvement plan is in draft form and senior management and co-ordinators' roles have been redefined. Staff morale is good. Staff and governors are working very well together, committed to providing a high quality education. The school is at the threshold of further development and has very good capacity in its systems and ethos for significant improvements, some of which are already underway.

66. The headteacher gives very clear, professional leadership. He has many excellent qualities, among which are a dynamic presence in the day to day running of the school and a resolute determination that the school will run efficiently and that standards will improve. He uses these skills very well to lead the school, providing very committed, open-minded leadership. He commands the respect and commitment of staff, pupils and parents. The deputy headteacher provides strong, effective support for the headteacher. He has a clearly defined role, which he fulfils very competently. They are a very efficient team with complimentary skills, which they use well to guide the work of the school. Together, with the hard working staff, they have implemented several new initiatives in a short space of time. For example, in recent months, systems have been put in place to monitor and evaluate the educational provision and to quantify the effect on standards.
67. The school has very committed and supportive governors, who meet regularly as a group. They share the headteacher's vision for the future of the school and have high expectations for its greater success. The governing body has an appropriate structure, which includes committees for finance, curriculum and premises. It fulfils all statutory requirements. Good use is made of the skills of individual governors on these sub-committees. There are governors linked to literacy and numeracy and a governor appointed to have an overview of special educational needs. The governing body is involved in establishing and agreeing both the school's budget and its improvement plan. However, it does not yet fully monitor the educational standards and success of the school's work.
68. The headteacher monitors teaching very well. He understands well the strengths and weaknesses within subject areas and works with staff to support and encourage improvement in weaker areas. The result of this strategy is seen in the overall good-quality teaching present throughout the school. The co-ordinators monitor the planning of their subjects and are becoming increasingly involved in analysing standards and using the information gathered to promote further development in individual areas. Whilst their roles, in recent months, have developed rapidly and they use the opportunities delegated to them, they have correctly identified the need to continue this work to maximise the benefit in individual subjects, such as mathematics and religious education, and to lift overall standards.
69. The headteacher has developed and introduced a good performance management strategy. It links well to the professional development of all staff. This contributes well to the good team spirit and staff morale witnessed during the inspection and enables channels of communication between staff and management to function effectively. There is a good induction system in place for new and newly-qualified staff.
70. The format of the developing school improvement plan is useful and comprehensive. It identifies and prioritises the needs of the school and action plans are generated to cover developmental areas. These are costed and linked to the budget and relevant time limits and responsibilities are established. The current plan is near completion and clearly identifies areas which support the raising of standards. However, the rapid improvement made recently in establishing these procedures and the systems to monitor their effectiveness have not yet had time to have a significant impact on standards.
71. The school has clear aims, which parents and staff acknowledge as worthwhile. It has a strong commitment to good relationships and strives to achieve equality for all members of the school community. It provides a stimulating environment and is an orderly community in which pupils feel comfortable and secure. This contributes to the busy, purposeful ethos in which pupils learn well. Members of the staff direct much of their work towards school improvement and the raising of standards. Parents support the school and appreciate its caring ethos.

72. Financial planning is focused on very clearly defined education priorities. The deficit budget inherited by the current management is being addressed and is no longer an area of concern. The school has efficient financial management systems and the administration fully supports the work of the teachers. The efficient financial administrator provides accurate data to enable the headteacher and governing body to monitor expenditure and plan for unforeseen contingencies. Funds for specific purpose, such as training, are appropriately allocated against well defined objectives.
73. The day to day management of the provision for pupils with special education needs is very good. Funding is used prudently. Records of individual pupils are very well maintained and support from outside specialist agencies is very well managed. The governing body is becoming increasingly informed and discharges its duties efficiently. The quality of the provision represents good value for the money allocated to this area.
74. The governing body applies the principles of best value very well indeed. Procedures are in place to ensure that all outside suppliers and contractors provide good value for money. The recommendations made in the most recent auditors' report are being addressed. The school has also carried out a comprehensive survey of parents' views on a wide range of issues. Whilst it is too soon to have a significant impact, it is indicative of the priority that the school now places on consultation and involvement of its parents.
75. There is an appropriate number of staff to meet the demands of the curriculum. A number of teachers are very experienced and some have been more recently trained. This provides an appropriate balance within the teaching team. Teachers have a good range of subject expertise with, for example, all subjects except science represented in their initial teacher training. School makes generally effective use of teacher's expertise through its subject co-ordinators. For example, the co-ordinator for information and communication technology is particularly well qualified.
76. Classroom assistants work well alongside teachers and they are appropriately informed about their roles and responsibilities. Support staff working with pupils with special educational needs are very effective and enhance pupils' learning well. Support from administrative, caretaking and lunchtime staff makes an effective contribution to school's smooth day-to-day running.
77. Accommodation is satisfactory overall. The information and communication technology suite is a very good, attractive facility. Whilst classrooms are generally adequately sized, the mobile accommodation for Year 5 pupils is restricted and gets uncomfortably warm on hot days. The grounds are spacious and generally well maintained. There is an attractive hall and separate dining halls. The separate infant and junior playgrounds have good markings based on a numeracy theme to encourage pupils to play a range of organised number and physical education games. The partially covered area in the infants playground is an innovative way of allowing these pupils access to the playground, even on wet playtimes. Pupils thereby get an important break from their classrooms and return refreshed and ready for more learning. However, library provision is unsatisfactory. The Key Stage 2 library area is inadequate in size and it is inappropriately placed, as it occupies a shared space with the special needs area. As a result it does little to encourage a love of books or provide opportunities for browsing and independent learning. A separate Key Stage 1 library area is being created, but has, as yet, not had a significant impact on these pupils' interest in books.
78. Learning resources are satisfactory overall for most subjects. The exceptions are in information and communication technology and physical education where they are good. However resources for the under-fives are unsatisfactory in quantity, condition and appropriateness. The school has already purchased additional resources for this area and has

plans to rapidly extend its stocks. Most resources are effectively managed and accessible to pupils.

79. This is a school which is now well placed to move forward rapidly and raise standards. The quality of teaching is good and has a positive effect on pupils' learning. Leadership and management are good. The headteacher, governing body, staff and parents work closely together in the pursuit of higher standards. The school has recognised its past weaknesses in delegating management responsibilities and is demonstrating a capacity for significant improvement. It is providing good opportunities for improved levels of attainment. The school has above average income per pupil, yet gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

80. In order to improve the education provided and to raise standards, the headteacher, staff and governors should work together to:-
- (1) implement the recently produced assessment procedures and ensure
 - pupils' work is marked in a way that provides guidance to tell them what they are to do next to improve the quality of their work;
 - higher attaining pupils are challenged well in their independent work and when recording their work in all subjects;
 - teachers make better use of assessment during lessons to provide challenging work for all pupils;

(paragraphs 6, 16, 22, 24, 28, 31, 36, 54, 86, 94, 95, 96, 100, 106, 107, 121, 125, 129, 136)
 - (2) develop the role of the co-ordinators so that they
 - monitor teaching and learning effectively;
 - are fully involved in their subject's assessment procedures;
 - develop a whole school evaluative overview of their subject.

(paragraphs 67, 68, 70, 101, 112, 116, 121)
81. In addition to the key issues, the following less significant but nevertheless important areas should be considered for inclusion in the action plan:
- reviewing and updating resources for the children under five;
(paragraph 78, 91)
 - ensuring that the procedures for child protection are known and understood by all staff;
(paragraph 50)
 - reviewing library provision;
(paragraph 77, 96, 110)
 - reviewing the system for midday supervisors to report back to teaching staff;
(paragraph 53)
 - ensuring annual reports give parents more information about their children's achievement and progress;
paragraphs 58, 59)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

71

Number of discussions with staff, governors, other adults and pupils

58

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1%	16%	45%	37%	1%		

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	382
Number of full-time pupils eligible for free school meals	65
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	75
English as an additional language	No of pupils
Number of pupils with English as an additional language	5
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	24	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	25
	Girls	21	23	22
	Total	46	48	47
Percentage of pupils at NC level 2 or above	School	83 (85)	87 (83)	85 (81)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	24	27
	Girls	21	22	23
	Total	45	46	50
Percentage of pupils at NC level 2 or above	School	82 (81)	84 (89)	91 (86)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	34	27	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	20	25
	Girls	19	19	19
	Total	42	39	44
Percentage of pupils at NC level 4 or above	School	69 (63)	64 (56)	72 (62)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	26	25
	Girls	21	21	20
	Total	46	47	45
Percentage of pupils at NC level 4 or above	School	77 (64)	78 (71)	75 (71)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	2
Black – other	
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	365
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y[] – Y[]

Total number of qualified teachers (FTE)	15.4
Number of pupils per qualified teacher	24.8
Average class size	27

Education support staff: Y[] – Y[]

Total number of education support staff	6
Total aggregate hours worked per week	152.73

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1998/1999
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	£
Total income	693806
Total expenditure	686606
Expenditure per pupil	1783
Balance brought forward from previous year	-28633
Balance carried forward to next year	-21433

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	382
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	4	1	2
My child is making good progress in school.	41	52	4	1	2
Behaviour in the school is good.	32	56	8	3	1
My child gets the right amount of work to do at home.	22	59	13	6	0
The teaching is good.	38	56	5	1	0
I am kept well informed about how my child is getting on.	23	49	18	9	1
I would feel comfortable about approaching the school with questions or a problem.	58	37	3	2	0
The school expects my child to work hard and achieve his or her best.	44	52	3	1	0
The school works closely with parents.	22	57	13	7	1
The school is well led and managed.	29	56	10	0	5
The school is helping my child become mature and responsible.	33	56	7	2	2
The school provides an interesting range of activities outside lessons.	36	38	15	2	9

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

82. The school admits children at the start of the academic year in which they are five. At the time of the inspection, there were 57 children in two reception classes, 11 of whom were under five years old.
83. The attainment of most children, on entry to the school, is below average. This is confirmed by base-line assessment undertaken on entry to school. They make satisfactory progress and, by the age of five, most children achieve the Desirable Learning Outcomes in all six areas of learning. A few higher attaining children work towards Level 1 of the National Curriculum, in English and mathematics. The progress of children with special educational needs is good. Children aged five attain average standards overall.

Personal and social development

84. The majority of children achieve the Desirable Learning Outcomes for this area of learning by the time they are five. Staff encourage children to be as independent as possible, by such tasks as getting undressed and dressed by themselves before and after physical education. Children's confidence and self-respect develop well and staff help children to develop a clear sense of what is right and what is wrong. They successfully make choices from the range of activities on offer and they share and play well together. Children know how to take turns when sharing resources such as the computer and they handle books and equipment with care and respect. They show interest and concentrate well when working in a group, with an adult and when working at a task independently. They have satisfactory opportunities to learn about their own culture and beliefs and to develop a sound awareness of other cultures and sensitivity towards those with different beliefs. Children show a range of feelings, for example, joy and happiness when two mothers brought their babies into school. Staff plan to ensure that appropriate opportunities are provided for children to learn how to treat living things with care and respect. Relationships between the staff and the children are good and the children respond well. However, occasionally class control is less secure, resulting in some inappropriate behaviour. For example, during a discussion time observed, children were calling out with interruptions rather than listening to each other.

Language and literacy

85. Most children attain the Desirable Learning Outcomes for this area by the time they are five. Higher attaining children work towards Level 1 of the National Curriculum in English. Staff work hard to promote early language skills. They encourage children to use the correct language and to extend their vocabulary. Children learn to express their thoughts and feelings in words. They participate well in role-play, in the 'shop' and in the 'home corner'. Teachers provide good opportunities for children to develop role-play, such as making stick puppets and acting out the story of Goldilocks and the three bears. With appropriate encouragement from staff, the children act out their roles clearly and confidently. The children enjoy stories and handle books correctly. They recognise their names and they understand that words and pictures carry meaning. Teachers share text from 'big books' with the whole class and this helps children develop their literacy skills. For example, the whole class read 'The Three Bears and Goldilocks' and many children, particularly the higher attainers, gave good words, such as 'huge' and 'massive' instead of 'big'. Some children recognise a number of familiar words and higher attaining children read simple repetitive text well. The majority of children hold their pencil correctly and some make good attempts at writing their own names, with appropriate use of upper and lower case letters. Teachers provide satisfactory opportunities for children to write independently. Most children know the sounds of some letters and higher

attaining children know many letter sounds and sound out and spell simple three letter words, such as 'pig', correctly. Children know a good range of action songs and rhymes and this helps them to associate sounds with rhyming patterns and words.

Mathematics

86. Most children attain the Desirable Learning Outcomes for this area by the time they are five. Higher attaining children work towards Level 1 of the National Curriculum. Staff use many incidental opportunities well to encourage children to develop counting skills and learn about simple mathematical ideas. They are familiar with a good range of number songs and rhymes such as 'One, Two, Buckle My Shoe' and 'Five Current Buns' and, through these, gain an understanding of 'one more' and 'one less'. Most children count to ten and match the correct number to a group of objects. Higher attaining children count to twenty and one child counted to one hundred. However, there are insufficient opportunities for higher attaining children to develop the necessary skills to record their work. All of the children are developing a clear understanding of mathematical terms, such as 'taller' and 'shorter' and they know the names of simple two-dimensional shapes, such as circles, triangles and squares. Children develop an early understanding of capacity through water play activities. Staff provide regular opportunities for children to sort, match and order objects and to make patterns. Through appropriately structured activities and through role-play in the shop, children develop an awareness of coins and the need for money.

Knowledge and understanding of the world

87. The majority of children achieve the Desirable Learning Outcomes by the time they are five. Staff plan well to develop systematically children's knowledge and understanding of the world. Many opportunities are provided for children to talk about their families and past and present events in their lives. During the inspection week, two mothers and their babies were invited into class and children were given the opportunity to explore and discuss the needs of babies. They developed a good understanding of what babies can and cannot do, compared with what they can do themselves. For example, they found out that babies need to have milk and mushy food, because they don't have any teeth. Children look at patterns and similarities and differences. For example, they observe the changes that take place in nature through the seasons. Children experiment freely with materials, such as sand and water and select materials to build models for a variety of purposes. For example, they made mobiles suitable for babies and stick puppets for role-play. They plant seeds and, from this, they understand what seeds need, in order to grow. Children use technology to support their learning. They use a listening centre appropriately to listen to stories. They have regular access to computers and their computer skills, such as controlling the 'mouse', develop well. Teachers use questions well to encourage children to think about how things work and why.

Physical development

88. The majority of children achieves the Desirable Learning Outcomes by the time they are five. Most children are well co-ordinated. In physical education lessons, they move confidently without bumping into one another and with an awareness of the space around them. They use balancing and climbing apparatus with increasing skill. For example, they move along and across planks and jump off them, incorporating turns as they jump. Staff provide appropriate opportunities for children to use a good range of small apparatus to develop skills, such as controlling balls. Children use scissors, pencils, crayons and paintbrushes with increasing precision and control. They manipulate small toys and equipment with increasing skill.

Creative development

89. Most children achieve the Desirable Learning Outcomes by the age of five. Good links are made to other areas of learning to provide appropriate stimuli. For example, after finding out about and observing snails, children produced some very effective, observational drawings of snails. Children paint daily and enjoy experimenting with the effects of paint and colour. They make models and pictures using a variety of materials confidently, such as paint, pencils, crayons and collage materials. They learn various techniques, such as printing. They look at the work of famous artists, such as Monet, and make good attempts at creating a picture in his style. There is a good range of simple musical instruments in classrooms and children enjoy making music with these. Staff give children appropriate opportunities to listen to and experiment with, sounds. Children pay increasing attention to detail. For example, they develop an early understanding of 'dynamics' by producing loud and soft sounds with the instruments. Children know a wide variety of songs and rhymes and enjoy singing. Most children participate well in imaginative play. Staff plan regular cookery sessions, giving children appropriate opportunities to respond to what they see, smell, touch and feel.
90. Attitudes to learning are never less than satisfactory and are sometimes good. Children enjoy participating in a wide range of activities and are enthusiastic learners. They behave well and are polite and friendly to visitors.
91. The quality of teaching of children under five is satisfactory overall in all areas of learning. No unsatisfactory teaching was observed. Teaching is good where the class is well organised and children constantly remain interested in their work. Teachers plan work well and this gives children appropriate experiences in all six areas of learning. Teachers place strong emphasis on developing children's language in practical activities. They assess children's attainment levels regularly and they use information gathered efficiently to plan work at appropriate levels for all pupils. All staff are kind and caring and use praise and encouragement effectively to extend children's learning.
92. Resources for learning for children under five, although improving, are generally unsatisfactory. There is an insufficient range of suitable play equipment and some of the equipment is in an unsatisfactory condition.

ENGLISH

93. In the national tests for seven-year-olds in 1999, the proportion of pupils reaching the expected level for their age in reading and writing was close to the national average. The proportion reaching the higher level was above the national average in reading and well above in writing. This represents an improvement since the last inspection for the higher attaining pupils. In the national tests for eleven-year-olds in 1999, attainment at both the expected level for the age group, and the higher level, was below the national average. However, inspection evidence finds that standards at both key stages are now average overall, which is an improvement since the last inspection. The introduction of the National Literacy Strategy has had a significant impact on raising standards in both key stages. There are no significant differences in the performances of boys and girls.
94. By the age of seven, pupils have made good progress in speaking and listening and reading. Speaking and listening skills are good and standards of reading are average. Progress in writing is satisfactory overall and standards are average. However, there is little evidence of high attaining pupils writing at above average levels. The introduction of big books, both fiction and non-fiction, which the class share together with the teacher, give pupils the opportunity to listen carefully to stories and answer questions. Pupils in Year 2 usually speak clearly and confidently. When reading, most pupils use their increasing knowledge of letter sounds, picture clues and context to help them read unfamiliar words. In Year 2, many pupils

read their books confidently and accurately. Higher attaining pupils have good ideas about what might happen next in a story and read with expression and appropriate intonation related to speech marks. Most pupils know what an author is and what an illustrator does and some can describe the difference between fiction and non-fiction books.

95. Progress in writing is good in the early stages of Key Stage 1. In Year 2, progress in writing is generally satisfactory but it should be better, particularly for higher attaining pupils. By the age of seven, most pupils are able to write in sentences - sometimes demarcated by full stops and capital letters - and spell simple words correctly. Some pupils make good attempts at spelling more difficult words, for example, 'airaplan' (aeroplane). Pupils undertake a satisfactory range of writing, for example, poetry, stories, book reviews, letters, factual writing and writing instructions such as on 'How to Wash Your Hair'. However, there are few examples of pupils undertaking sustained pieces of unaided writing. Pupils' hand writing is mainly accurately formed and consistent in size. Higher attaining pupils are beginning to join letters together. The overall presentation of work is satisfactory.
96. Pupils make good progress in speaking and listening in Key Stage 2 and Year 6 pupils achieve average attainment. Most pupils listen attentively and respond to questions on a variety of texts, confidently. For example, in Year 3, after reading three humorous poems by different poets, pupils were able to discuss sensibly the style of the poems and what they liked and did not like about them. By the end of Key Stage 2, most pupils develop their ideas thoughtfully. After reading the poem 'What Were They Like' by Denise Levertov, pupils put forward sensitive suggestions about how people in Vietnam might have felt during the Vietnamese War. Progress in reading is generally good in Key Stage 2 and standards of the current Year 6 pupils are average. Pupils share books written by a variety of authors, both fiction and non-fiction. They are confident when taking turns to read aloud and self-correct when they make mistakes. By the end of the key stage, many pupils read fluently and accurately. Many pupils give well-reasoned justification for their personal responses to texts. Pupils select from a suitable variety of books and higher attaining pupils read some quite demanding texts. Most pupils know how to locate books in the school library. However, library facilities are limited and make it difficult for older and high attaining pupils to undertake independent study.
97. Progress in writing in Key Stage 2 is satisfactory. In Years 5 and 6, progress is good. Opportunities to develop literacy skills through other areas of the curriculum are satisfactory. For example, in religious education, pupils were successfully researching and referencing material related to the five Jewish festivals, in order to produce a page on each for a 'big book'. The standard of writing in Year 6 is average overall. By the end of the Key Stage 2, most pupils spell fairly accurately and use grammatical and punctuation skills, systematically. Handwriting is joined and legible, and sometimes fluent. The overall presentation of work is good. It is generally neatly written and clearly set out. The introduction of specific writing sessions is giving pupils many more opportunities to undertake writing for a variety of purposes, such as, to state facts, to write stories, poetry and letters and to express opinions and, for higher attaining pupils, to write at greater length. For example, one higher attaining pupil wrote an interesting and descriptive story of good quality, entitled 'The Dead of Night'. Pupils use information and communication technology effectively to develop skills in aspects of writing such as drafting, re-drafting and to present their work in a variety of formats.
98. Pupils with special educational needs are well supported throughout both key stages and make good progress in speaking, listening and literacy. The Additional Literacy Strategy is also having a positive effect on the learning of pupils with special educational needs.
99. Pupils' attitudes to learning in both key stages are good. Pupils are nearly always well behaved and show interest and enjoyment in their work. Virtually all pupils enjoy reading and handle books and equipment with care and respect. Many of the pupils show enthusiasm and pleasure in literacy lessons. They usually concentrate well on their tasks, and persevere when

they find tasks difficult. Through shared reading activities and group tasks pupils demonstrate that they are able to co-operate well together and respect each other's point of view.

100. The quality of teaching and learning is never less than satisfactory and it is generally good. Teachers have successfully implemented the National Literacy Strategy and every class is participating in a literacy hour. This is having a positive effect on raising standards, particularly in speaking and listening and reading. Planning is good and resources are well prepared, which ensures pupils' time is used efficiently. In the good teaching, teachers make effective use of questioning to assess pupils, challenge their thinking and move their learning forward. All teachers have a clear understanding of how to teach grammar, punctuation and spelling, which appropriately develops pupils' knowledge in these areas. Pupils are usually well managed and organised, and a satisfactory range of teaching strategies is used. Teaching is at its best when the pace of lessons is brisk and when teachers inspire interest and enthusiasm in their pupils and have high expectations for them. For example, in very good lessons observed in Year 5, the teachers' very effective delivery and organisation of the task resulted in pupils being able to develop good ideas and give very sound reasons why a by-pass around a town should be banned. Pupils discussed it coherently from a variety of different viewpoints. However, occasionally, the work is not sufficiently challenging, particularly for higher attaining pupils, at the end of the infants and the lower stages of the juniors. There is systematic assessment of pupils' work but this is not always used effectively to identify their learning needs and to aid planning. Work is marked consistently, but some teachers do not annotate the pupils' work sufficiently or set clear targets for improvement.
101. The school has addressed most of the issues raised at the last inspection. The literacy provision has been reviewed and an action plan has been implemented. The school has set clear targets for improvement, which are currently being met. The subject is well managed by the English co-ordinators, who are working hard to raise standards in English by introducing new strategies and developing resources. They have been involved in monitoring teaching and learning in classes but, as yet, the outcomes of the monitoring have not had sufficient impact on raising standards throughout the school and there are some inconsistencies in the pace of learning across the school, particularly for high attaining pupils.

MATHEMATICS

102. At the end of Key Stage 1, in the national tests for seven-year-olds in 1999, the percentage of pupils reaching the expected level for the age group, was below the national average. However, the percentage reaching the higher level was close to the national average. This represents an improvement in the challenge given to higher attaining pupils, since the last inspection. In the 1999 national tests for eleven-year-olds, the percentage of pupils reaching the expected level for the age group was below the national average. The percentage reaching the higher level was well below the national average. This represents a decline in results since the last inspection. However, inspection evidence show standards are in line with the national average at both key stages. The introduction of the National Numeracy Strategy is beginning to have a positive impact on standards and this is reflected in the improved standards seen during the inspection.
103. By the end of Key Stage 1, pupils order numbers to 100 correctly and a few to 1000. Lower-attaining pupils order numbers to 50 but some lack confidence and some need support. Pupils identify correctly the properties of two and three-dimensional shapes. They draw simple graphs using information from tally charts. Pupils carry out investigations, such as finding out what results from the addition of 2 odd numbers. There is little recorded evidence of higher-attaining pupils working at level 3 tasks. By the end of Key Stage 2 pupils work confidently at investigative tasks. They explain what they have discovered but few are yet able to make connections and explain why. The majority of pupils add 2-digit numbers mentally quite quickly, although not all have yet acquired secure knowledge of multiplication tables. Pupils

show capability in measuring and drawing angles and transfer these skills to other subjects such as design and technology. They understand and use the language of probability but many lack surety in their explanations. Pupils' knowledge of data handling is strongly reinforced by their good opportunities to use computers.

104. Pupils' attitudes to mathematics are good. They enjoy lessons. They are enthusiastic to answer questions in the mental arithmetic sessions. They encourage each other and are pleased with other pupil's success. For example, in one lesson the class asked for one boy to be given a 'sticker' because he had answered questions well. A very small number of pupils in some classes lack confidence in their own ability and this results in them losing interest in some lessons when they feel inadequate.
105. Teaching and learning are satisfactory across both key stages. Pupils in Year 6 make good progress in lessons as a result of effective, challenging teaching. The school has implemented the National Numeracy Strategy satisfactorily and teachers plan lessons accordingly. There is, however, some variance in the quality and the way that it is applied, and in teachers' expectations, so that learning is not consistent across the school. In the best lessons the mental activities at the start set a purposeful approach and pupils are stimulated to think mathematically. A Year 6 lesson began with mental activities with a competitive edge to which pupils responded positively and with a healthy attitude to competition. The teacher maintained the pace of the lesson well so that the pupils were faced with a series of challenging tasks.
106. Planning for lessons is good throughout the school. Teachers know what they want pupils to learn, including key mathematical vocabulary. They usually share the learning objectives with the pupils at the start of the lesson and try to check attainment of them at the end of it. In most lessons pupils are set interesting activities appropriate to the learning objectives so that they apply themselves well to them. However because assessment procedures are not yet sufficiently established to measure pupils' progress accurately and consistently the objectives for some pupils, mainly the higher attainers, are not always sufficiently challenging. The featured vocabulary is referred to but insufficiently reinforced so that all pupils understand and use it effectively when explaining their reasoning. Not all teachers are gauging when some pupils reach early understanding of a task during the lesson and then challenge them further. However, in an outstanding lesson in a Year 1 class, the teacher was constantly alert to pupils' learning and set new and extended tasks so that they made the best possible progress in their learning. Throughout the lesson the class bubbled with enthusiasm, reflecting that of the teacher, and some excellent shared learning took place. This included one pupil who was attaining at a much higher level than expected for his age. Each time he was set a more difficult problem his smile became wider. Pupils with special educational needs and those with English as an additional language are always well supported, making similar and occasionally better progress than their peers.
107. All aspects of the mathematics curriculum are covered and statutory requirements are met in full. Some good examples of investigation are seen. Year 5 pupils pose questions that clarify what they are going to find out. This enables them to make some assessment of their own learning. However in some pupils' books there is no indication of what they are recording, and in one or two classes recorded work is extremely untidy. Marking of work encourages pupils but does not often question their thinking. These are areas for development, and regular opportunities for the subject co-ordinator to monitor are in the school's action plan. Pupils apply their numeracy skills successfully in other areas of the curriculum. In a Year 4 geography lesson they show knowledge of negative numbers and are able to record temperatures accurately. Year 6 pupils use stop watches and record accurately when measuring the pulse rate, in science. In most lessons learning is enjoyable. When six pupils from Year 6 were questioned, 3 of them named mathematics to be their favourite subject. Overall, satisfactory progress has been made since the previous inspection.

SCIENCE

108. At the time of the last inspection, attainment was in line with national expectations at both key stages. Standards have been maintained since the last inspection. By the ages of seven and eleven pupils' attainment is in line with the national average. The trend in pupils' attainment over the last four years is erratic with attainment fluctuating significantly over time. In 1999, the results of the teacher assessments at Key Stage 1 showed levels of attainment above national expectations but at Key Stage 2, the results of the national tests showed levels of attainment below the national average. Standards seen in lessons during this inspection showed an improving position with attainment rising. This is a direct result of the recent focus on clearly defining what it is pupils are to learn in lessons and the particular emphasis on practical work, under-pinned securely with specific, detailed and thorough knowledge and understanding of the particular areas of science being taught.
109. Standards attained by the ages of seven and eleven are the result of good teaching and a significant emphasis on observation and accurate recording. Pupils in Year 1 learn about mini-beasts and identify them clearly by the number of legs the animals have. This skill of classification and identification is developed in Year 5 where the pupils classify a range of green plants according to a wide and increasingly complex set of criteria. Good teaching enables the pupils to develop their skills and become increasingly confident in giving reasons for their evaluations. Teachers have good subject knowledge and this is demonstrated effectively in all their work. The Year 6 pupils learn how to conduct scientific investigations. The pupils clearly understand the limitations of their experiment and the need to be thorough and reflective about their work. They demonstrate good levels of enquiry and share equipment and resources well. They handle sensitive equipment, such as the microscopes, with care and are intrigued and captivated by the outcomes of their investigations. Practical activities encourage the pupils to think about the tasks set. This was clearly demonstrated in Year 2 where the teacher asked the pupils to predict whether the circuit diagrams showed complete electrical circuits. The pupils predicted the outcomes and then tested their findings with electrical equipment. The teachers' good planning and efficient use of resources and worksheets enabled the pupils to make good gains in their knowledge and understanding of electrical circuits.
110. Pupils' attitudes to science are good. They enjoy lessons, particularly the practical sessions. Teachers plan lessons well and share what they want pupils to learn with the class. This ensures that the pupils are clear what it is they are learning and they make good gains in their knowledge and understanding. In a Year 1 lesson the pupils described different articles placed in a 'feely' box. They described these articles according to their properties, whether they were hard, smooth or soft. They recognised that a spoon was both hard and smooth. In a Year 4 lesson the class teacher built effectively upon the pupils' knowledge and understanding of the bones in the body to give accurate names for specific bones. She then built upon this knowledge to demonstrate the importance of the skeleton and its role in supporting and protecting vital organs. The curriculum supports the gradual and progressive development of skills, knowledge and understanding of science throughout the school. However the science assessment procedures are not systematically developed throughout the school. This means that although the teachers plan well they do not always know what level of work the pupils are working at. This means that the pupils' work does not always exactly match their individual needs, particularly for the higher attaining pupils.
111. The science curriculum is used to support many other curriculum areas in the school. Pupils use numeracy and information and communication skills well to create graphs and charts of the results of a wide range of experiments and investigations. Literacy skills are used well to

record their findings and evaluations. Resources are used effectively including the school grounds

112. There are two co-ordinators for science one in each key stage. They work well together. However they have limited knowledge of the work across the school and this does not promote a whole school overview. They have monitored pupils' work but have not yet monitored teaching throughout the school.

ART

113. Standards in art by the ages of seven and eleven and the quality of learning are above the levels found nationally. This shows good improvement since the previous inspection where standards at the age of seven were in line with those expected and standards at the age of eleven were below the levels expected. The co-ordinator and all the staff have worked hard to raise the profile of art throughout the school and the pupils enjoy the wide range of media and opportunities offered to them.
114. The quality of teaching of art throughout the school is good. Throughout Key Stage 1 pupils have many opportunities to paint illustrations of scenes and self-portraits. They use ready mixed paint and powder paint but the opportunities to choose their own paint, size of brush and paper size are sometimes limited. In Year 2, pupils painted hedgehogs and then built up their picture with painted spines using paint ready mixed for them. In collage work, for example in their underwater picture, pupils showed imaginative use of metallic paints and coloured and shiny papers. The pupils work on observational drawings of trees, understanding the effects they achieve by using different pencils. Many skills are learnt and used in a variety of contexts. Pupils float coloured oils on water, creating a marbling effect on the papers laid carefully on top of the oils. These papers are used to form a variety of exciting backgrounds for the pupils' pictures. For example, blue marbling papers are used as a backdrop for penguins and gold for a camel scene. Pupils study the work of artists such as Georgia O'Keeffe, Vincent Van Gogh and Edvard Munch and this broadens the pupils' art education.
115. Key Stage 2 pupils build upon their early experiences of art. They use their sketchbooks to experiment with ideas and colours looking carefully at the tones of pinks and blues found in material. The pupils are interested in their work and show good attention to detail and perseverance in their tasks. A Jamaican scene created in wall tiles demonstrates a good collaborative piece of work completed by two classes. It shows the high level of expertise and agreement the pupils are capable of achieving. African art sculptures give the pupils opportunities to use their techniques of paper manipulation in an interesting and unusual manner. Pupils' exposure to the work of artists from a range of cultures is influential in raising standards. The pupils look at the work of Picasso, Lowry, and William Morris as well as the work of artists from Jamaica and Africa. Pupils paint on glass, make pots and animals from clay. They work with batik, print on papers and on fabric and have experience of using a wide and exciting range of techniques.
116. Art lessons challenge pupils and provide stimulating opportunities to develop their visual education. Resources are well selected for their variety and range. Plenty of time is given to enable the pupils to develop a critical awareness of their work and a good technical vocabulary. Pupils show interest in the works of famous artists that are displayed around the school. The quality of displays is variable with some very effective and others less so. The co-ordinator gives good support and encouragement to the staff. She keeps samples of pupils' work but has not monitored teaching throughout the school.

DESIGN AND TECHNOLOGY

117. Standards have been maintained since the last inspection and are satisfactory. Teachers give pupils interesting practical activities which enable them to develop their skills in a progressive way. At the end of Key Stage 1, pupils have experienced simple design projects. For example, they design and make a packet for seeds. All aspects of the design process are included, such as instructions for planting, the price of the packet, number of seeds, and an advertising slogan. The resulting work is of good quality, and gives pupils a worthwhile experience of designing and making a commercial product.
118. By Year 6 pupils have continued to develop their design and technology skills. In a Year 5 lesson, for example, they make models of the wall-frames of Tudor houses. This work provides good cross-curricular links with history, as well as enabling them to learn about how structures can fail when loaded. In making their frames pupils use measuring, cutting and joining techniques, and are given a proper awareness of the need for safety.
119. The quality of teaching and learning is good. Teachers have satisfactory subject knowledge and present the work with enthusiasm, inspiring pupils and motivating them well. Teachers plan lessons well and choose a good range of activities. Some teachers do not fully exploit all aspects of the design process in their work.
120. Pupils enjoy their work. Pupils of all abilities find the practical activities fun, and they work together well in pairs and small groups, sharing and co-operating effectively. This aspect of the work makes a worthwhile contribution to their social and moral education.
121. The subject is effectively co-ordinated. A staff questionnaire has helped the co-ordinator to assess where there are areas in need of further development. She has a good background in the subject, and has made an enthusiastic start to her duties. She has a clear view of what needs to be done, and is prioritising actions in order to move the subject forward. At present assessment procedures are largely informal. There is no systematic and standardised approach to enable teachers to use the results of day to day assessments to plan what individual pupils need to do next.

GEOGRAPHY

122. Standards at both key stages have been maintained since the last inspection. The quality of learning at both key stages is good and pupils achieve satisfactory standards. Pupils make satisfactory progress over the time that they attend the school and good progress in many lessons.
123. Geography is taught as a separate subject. The co-ordinator has reviewed the curriculum in light of Curriculum 2000 to give full coverage of National Curriculum requirements. He monitors planning and has prepared an appropriate action plan for the school improvement plan aimed at improving provision in order to raise standards. Although day-to-day assessment is used in lessons, there is no procedure in place which systematically and consistently gives teachers information to help them plan tasks to match the needs of all pupils.
124. At Key Stage 1, pupils develop an understanding about weather patterns. They learn about physical features of the world, such as islands. They make simple maps to locate where they live. At Key Stage 2, pupils extend their knowledge by looking in greater depth at the weather and study the climates of the world. They investigate places and themes. For example, they study Kenya and compare life there with their own locality.

125. The quality of teaching and learning is good. Teachers plan carefully and use a mixture of teaching strategies to motivate pupils. For example, they use questioning techniques well to revise previous work and extend pupils' knowledge and understanding. They work hard to maintain standards and pupils respond well.

HISTORY

126. Standards at both key stages have been maintained since the last inspection. The quality of learning at both key stages is good and pupils achieve satisfactory standards.
127. At Key Stage 1, pupils learn about famous people, such as Florence Nightingale and Edvard Munch. They develop an understanding of chronology by sequencing the things they could do as a baby and what they can do now in the right order. They learn about 'now and then' by studying changes over time. For example, Year 1 made a study of changes in clothes pegs from Victorian times until today. At Key Stage 2, pupils study changes in life styles through the ages. For example, they look at how the Ancient Greeks lived. They learn about their food, their language and their way of life. They discuss what the Spanish Armada meant to the Elizabethans. In Year 6, pupils compare these early times with Britain since the 1930s. They understand well, how The Second World War impacted on the lives of ordinary people in Britain.
128. The quality of teaching and learning is good. Teachers plan in detail to present interesting and worthwhile activities for pupils. They are enthusiastic and bring the subject alive. For example, in a Year 6 lesson, one group of pupils used a World War 2 recipe to make a surprise feast of 'sweet potato marzipan' for their friends. This was not only an exciting task to try out, it brought home very well to the pupils how things we take for granted now were in short supply during the war. Pupils talk knowledgeably about their work and recall what they have done enthusiastically. For example, they discuss how it would have felt to be an evacuee and go to live with people you didn't know.
129. The subject is well represented on the curriculum and good links are made to other subjects. For instance, pupils use skills learned in design and technology to make models of 1930s artefacts. Teachers assess pupils' work informally but there is no consistently used system to monitor pupils' attainment and progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Standards are above average at the end of Key Stage 1, and in line at the end of Year 6. This is an improvement since the last inspection, when standards were judged to be satisfactory at the ends of both key stages. The school has continued to update and improve its information and communication technology resources, and pupils now make good progress at all stages as they move through the school. Because there have been many improvements and innovations introduced during the last two or three years standards have been improving steadily. At present these improvements have had time to impact on attainment levels at the end of Key Stage 1, resulting in good standards. At Key Stage 2, however, there has been insufficient time for the end-of-key stage standards to be raised, but much of the work currently under way suggest that standards are moving upwards and will soon be above average.
131. Key Stage 1 pupils develop their computer and other information and communication skills well. They learn the basic skills of loading, manipulating and saving information in a variety of forms. They combine information from different sources, using text, pictures, sounds and movement with appropriate support. In a Year 1 class, for instance, pupils alter, add pictures, movements and sounds, with the support from the teachers. Work is generally well-matched to pupils' abilities and interests. Expectations are high, and the teacher shows high levels of

subject expertise and understanding. There is good co-operation between the class teachers and the information and communication technology specialist. Together they provide good support for pupils of all abilities.

132. By the end of Key Stage 2, pupils use computers confidently to support their work in different subjects. They use word-processing software to present their written work. They increasingly use CD-ROM and internet-based research sources to find information on different topics. They produce charts and graphs in mathematics and science to a good standard. In a Year 6 poetry topic pupils use electronic mail to send their own word-processed additions to poems written as a result of a visit to the school by the Birmingham poet laureate. They discuss their ideas with the poet, and also share ideas with pupils from another school.
133. The controlling, monitoring and modelling aspect of the curriculum is also given good coverage. Pupils use the Logo programming language to produce increasingly complex mathematical patterns. Year 5 pupils during the inspection worked on ways of using the computer to control patterns of light-flashes in model lighthouses. Attainment is in line with expectations and pupils are developing their understanding of the control of equipment by a series of instructions.
134. In some instances the standard of work attained by year 6 pupils exceeds the national expectation, particularly that of a small minority of higher attaining pupils. The year-group as a whole show awareness and understanding of the whole range of the information and communications technology curriculum.
135. The quality of teaching and learning is good. Pupils throughout the school benefit from the well-planned deployment of the very knowledgeable and experienced specialist teacher. The school deploys staff effectively so that class teachers can work alongside the specialist in order to build their own confidence. They then continue the work on their own, using both the suite and the computers in their own classrooms.
136. Teachers generally make good use of cross-curricular links, so that opportunities are well exploited for using information and communication technology in other subjects. In a few lessons the amount of time given to the introduction is too long. This results in pupils becoming restless and they do not have enough time to finish their tasks.
137. Pupils enjoy their work. They work together well, sharing ideas and co-operating as necessary. Most sustain their concentration even when working away from the teacher. Work in this subject makes a useful contribution to pupils' moral and social education.
138. The subject is very competently co-ordinated. There is a broad and balanced curriculum in place. Considerable work has been done over the last few years to build up very good resources for the subject, both in terms of hardware and software. The school's computer suite has been thoughtfully developed, and its use well integrated with class-based work. In a recent national competition the school won a prize of £5000 for computer equipment. The school now has very good resources for the subject, and these are well deployed so as to maximise the benefit to pupils.
139. The co-ordinator has a very clear overview of the subject and its future development. She has recently introduced an innovative assessment system which is being trialled and modified as staff evaluate its effectiveness.

MUSIC

140. Attainment is average at the ends of both key stages. As they move through the school, pupils are given a series of worthwhile musical experiences. They make good progress in

developing their skills of performing and composing music, and listening to their own and other people's compositions, and appraising them.

141. Since the last inspection the school has maintained satisfactory standards in the subject. Teachers make good use of music in the day to day life of the school. Pupils listen to music as they enter assemblies. Concerts and other musical activities are a regular part of the school year. During the past year there have been performances for the harvest festival, Christmas, and at the end of the summer term. Pupils join in a musical performance at the local church at Christmas. Year 6 pupils are preparing for a performance of Joseph and the Amazing Technicolor Dreamcoat. Visitors are welcomed in school for musical events.
142. The quality of teaching and learning is good. Teachers adopt an enthusiastic approach which communicates well to the pupils and promotes good standards. In a Year 5 lesson, for example, pupils are making their own stringed instruments. The work is interesting to the pupils, and the teacher adopts an enthusiastic approach which motivates them well, and promotes good results. She uses questions very well to check on pupils' understanding, and sustains a brisk pace of learning throughout the lesson. The school enjoys a good working relationship with the Peripatetic Music Service, and Key Stage 2 pupils undertake weekly instrumental tuition. The work of the peripatetic teachers makes a valuable contribution to the school's music.
143. Pupils enjoy their work. They participate with enthusiasm and are interested in the work and lives of famous composers. In most lessons seen, however, teachers do not give pupils sufficient opportunities to discuss what they have heard and played, nor to express their opinions about each others' work.
144. There is a newly appointed co-ordinator who has undertaken a review of the subject in preparation for Curriculum 2000. An audit of resources has been undertaken and money for the replacement of older items is available in line with the school improvement plan. Some work has been done to adopt a new assessment system but it is not fully effective yet.

PHYSICAL EDUCATION

145. Standards overall in physical education are satisfactory at both key stages. This shows improvement at Key Stage 2 since the previous inspection.
146. In swimming around 95 per cent of pupils attain the basic National Curriculum requirements and can swim 25 metres or more by the time they leave the school. Over 70 per cent of them swim 100 metres and many beyond this. This is better than the average level seen in schools.
147. In dance, Year 5 pupils show a satisfactory response to the rhythm of the music, repeating and practising the steps with increasing confidence and ability. They collaborate well, showing a very good attitude to their task and participating with evident enjoyment.
148. In gymnastics lessons pupils show their ability to work hard, developing and improving their movements. Reception pupils move confidently and with increasing control, using apparatus for balancing and climbing. They also develop an awareness of the safe and sensible use of space. Year 3 pupils demonstrate a wide range of rolls and link them together to form a sequence of movements. However, opportunities are not always presented to practise the various components of the sequence sufficiently and there is a lack of attention to improving the quality of their performance.
149. In athletics Year 6 pupils show the correct techniques required for throwing small balls and javelins, and strive to improve their performance. When practising sprinting they show

enthusiasm and great endeavour. When encouraged by the teacher most of them can comment critically on the technique of others.

150. Teaching and learning is satisfactory in both key stages, with a number of good features. Lesson planning is good and teachers set out clearly what they want pupils to learn so those lessons are purposeful. Management of pupils is usually firm and effective, with due attention to safety, so that time is not wasted and pupils stay on task. Teachers are aware of the appropriate skills and focus on them so that pupils acquire the basics to build on and improve their performance. In some lessons pupils are given opportunity to observe and comment on the performance of their peers. However this is not applied in all lessons, so that opportunities to enhance pupils' personal development are missed.
151. The subject co-ordinator has worked extremely hard to put into place a full scheme of work for all elements of the subject, with very helpful guidance for colleagues. There is very good provision for extra-curricular sporting activities in which many pupils are involved. Although no specific games lessons were observed, the school's achievement in football at a national level implies high standards in this sport. There has been good progress since the previous inspection.

RELIGIOUS EDUCATION

152. Standards have been maintained since the last inspection. They match the expectations of the locally agreed syllabus. The previous inspection report identified that teaching was adversely affected by the lack of a school policy for the subject. Since then, the subject has become a core subject within the National Curriculum and the school has recently made considerable effort to plan for pupils' progress in skills, knowledge and understanding. The co-ordinator has prepared a good policy and helpful guidance for teachers. As a result, the quality of teaching has improved and is good at both key stages.
153. The curriculum has two strands; one is to explore and respond to human experience and the other is to investigate religious traditions. The quality of teaching is good. Teachers give pupils good opportunities to be still and reflect. For example, during the whole school assemblies, when they listen quietly to stories and have time to pray quietly.
154. In Key Stage 1, staff plan opportunities for pupils to discuss their ideas and feelings. For example, pupils in Year 1 thought about 'caring' and discussed what makes a good pet owner. Pupils study Bible stories, such as 'The Good Samaritan' and explain the meanings in pictures and simple sentences. They learn about celebrations, such as 'Shrove Tuesday' and 'The Last Supper' and begin to recognise similarities in other culture's festivals, such as 'The Chinese New Year'. Teachers listen carefully to pupils and challenge their ideas through good questioning techniques. Consequently, learning is good and pupils reach expected standards.
155. At Key Stage 2, pupils study the six major religions of the world. Teachers plan interesting tasks to extend pupils' knowledge and understanding. For example, in Year 6, groups of pupils researched different Jewish festivals, such as Rosh Hashanah and Purim. They used their literacy skills well to access the knowledge they needed from a variety of texts. One group used their information and communication technology skills well to search the internet for information on Pesach. They discussed their findings well in their groups and then produced a page of information to share with the class. The writing of all groups was put together to make a 'big book' containing interesting descriptions of five Jewish festivals. The teacher challenged each group very well. He gave pupils clear time constraints and expected them to work hard and behave well. This resulted in good learning and the tasks being achieved well.

156. In a Year 5 lesson, the teacher involved all of the class in a discussion about living together harmoniously. Her good knowledge of all the pupils, together with an understanding of their individual needs, enabled her to encourage them to share their ideas as a group. The quality of the discussion which ensued, on the difference between selfish and righteous anger and its causes, showed a great deal of maturity and understanding of their own and other peoples' feelings. For example, one pupil described anger at racist remarks as 'justifiable'.
157. Pupils respond well to lessons and enjoy the opportunities to discuss and share ideas. They behave well, showing respect for each other and adults. Both staff and pupils show a high level of sensitivity and understanding towards each other. Relationships are good and everyone's contributions are equally valued. This is a strong feature of religious education in school.