

# INSPECTION REPORT

## **LAKEY LANE PRIMARY SCHOOL**

Hall Green, Birmingham

LEA area: Birmingham

Unique reference number: 103223

Headteacher: Mr T J Hughes

Reporting inspector: Ms A M Grainger  
20782

Dates of inspection: 10<sup>th</sup> – 14<sup>th</sup> January 2000

Inspection number: 191577

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
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Lakey Lane Hall Green Birmingham
Postcode:	B28 8RY
Telephone number:	(0121) 777 1990
Fax number:	(0121) 778 6018
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Masters
Date of previous inspection:	11 <sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ms A Grainger	Registered Inspector	Art Geography	What sort of school is it? How high are standards? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr J Bayliss	Lay Inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs A Dancer	Team Inspector	Design and technology Music Under-fives	
Mrs T Edwards	Team Inspector	English History Equal opportunities English as an additional language	
Mr I Hancock	Team Inspector	Mathematics Information technology Special educational needs	
Mr M James	Team inspector	Science Physical education Religious education	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Number of full-time pupils:	353	(bigger than most primary schools)
Pupils with English as an additional language:	21%	(very high)
Pupils entitled to free school meals:	29.7%	(above average)
Pupils on the register of special educational needs:	26%	(above average)
Average class size:	24	(22 in the nursery)

The school is situated in the Hall Green area of Birmingham. Children enter the reception year in the September following their fourth birthday. The nursery admits children in the September after their third birthday. At the time of the inspection, there were 44 children, 23 boys and 21 girls, in the nursery. Thirty-three children in the reception year, 20 boys and 13 girls, were under five. Thirty per cent of pupils are from minority ethnic backgrounds which is well above the national average. Two children in the nursery, and six in the main school, have statements of special educational need. The school has specific funding for pupils with emotional and behavioural needs. Taking the intake as a whole, pupils' attainment on entry to the school is below average.

### **HOW GOOD THE SCHOOL IS**

This is an improving school which provides a satisfactory education for its pupils. Standards at the end of Key Stage 2 are lower than the national average in English and mathematics. In comparison with the results achieved in schools with pupils from similar backgrounds, they are broadly average. Teaching is good at Key Stage 1 and is satisfactory at Key Stage 2 and for children under five. The leadership and management of the school are satisfactory and there is a clear educational direction for the school's work. The school provides satisfactory value for money. The school's strengths outweigh its weaknesses.

#### **What the school does well**

- The headteacher and staff work well together and are committed to raising standards.
- Teaching is good at Key Stage 1, as is art at both key stages, and results in effective learning.
- The support for pupils with English as an additional language is good and they make good progress.
- The school has high expectations of standards of behaviour and attitudes to learning, to which pupils respond very well. Pupils work and play well together and get on well with adults.
- The provision for pupils' personal education, including their moral, social and cultural development, is good. Pupils respond very well to the opportunities provided.
- There is good care for pupils' personal wellbeing and links with parents are good.

#### **What could be improved**

- Standards in English, mathematics and information technology are too low at the end of Key Stage 2. Standards in geography are not good enough at Key Stage 2.
- Attendance is poor and is well below the national average.
- The assessment and monitoring of pupils' academic progress is not fully in place in all subjects.
- The roles of staff with leadership and management responsibilities are not well enough defined and the governing body is insufficiently involved in the strategic management.
- Financial planning is unsatisfactory and results in unsatisfactory provision of resources for learning.
- The school does not meet statutory requirements for information technology at Key Stage 2 or for collective worship. There are omissions in the school prospectus and governors' annual report to parents of items required by statute.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made satisfactory progress in addressing the issues identified at its last inspection in November 1996, although further action is required in some areas. Teaching and learning in Years 3 and 4 have improved. There is now good planning for skills development in English and mathematics, and satisfactory planning for science and religious education. There is still insufficient planning for skills development in information technology, art, design and technology, geography, history, music or physical education. Planning for children under five has improved and there is satisfactory coverage of all the recommended areas of learning for children of this age. There continue to be too few opportunities for pupils to plan and carry out research and investigations by themselves.

There have also been changes in areas other than those identified as key issues. There has been a clear improvement in the test results at Key Stage 1 and the trend of improvement at Key Stage 2 is in line with that found nationally. Pupils' attitudes to school, their commitment to learning and behaviour have improved, and are now very good. Attitudes and behaviour were reported as being unsatisfactory in Years 3 and 4 at the time of the last inspection and this is no longer the case. There has been no improvement in attendance, even though the school tries very hard to promote good attendance. Standards in information technology and geography at Key Stage 2 are lower than they were reported as being at the last inspection.

## 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	E	E	D	C	well above average    A above average        B average                 C below average         D well below average    E
mathematics	E	E	D	C	
science	E	E	C	B	

The information above shows that while standards in English and mathematics were below the national average in 1999, they were broadly average when compared with the results achieved in schools with pupils from similar backgrounds. The school's trend in results is one of improvement and it is in line with the national trend. The work of pupils presently in Year 6 shows the same picture as the 1999 results. This indicates that the improvement is being maintained, especially in view of there being a third of pupils in this year group identified as having special educational needs, including three pupils with statements of special educational need. The school is setting realistic targets for the improvement of standards in English and mathematics at the end of Key Stage 2 and is making satisfactory progress towards them.

Standards in reading, writing and mathematics are broadly average at the end of Key Stage 1 on the basis of school work of the present Year 2.

Standards in information technology are in line with those expected nationally at the end of Key Stage 1 but they are below at the end of Key Stage 2. In religious education, standards are in line with the expectations set in the locally agreed syllabus at the end of both key stages. There are high standards in art. Standards in geography are too low, especially at Key Stage 2.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, are well motivated and keen to succeed. They are interested in what they do and are proud of their achievements.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour is of a consistently high standard in lessons, about the school and when at play.
Personal development and relationships	Very good. Pupils have very positive relationships with each other and with adults. They are helpful and polite and respond very well to opportunities for their personal development. They respect property as well as the values and beliefs of others.
Attendance	Poor as a consequence of some pupils taking extended holidays to families overseas while the school is in session. Lessons start promptly and no time is wasted.

Pupils' very good attitudes, behaviour, relationships and response to the opportunities provided for their personal development make a strong contribution to the quality of their learning and the standards they achieve. The poor attendance of some pupils has an adverse effect on their learning.

## TEACHING AND LEARNING

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

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

Teaching is at least satisfactory in 92 per cent of lessons. It is good in 40 per cent and very good in a further 7 per cent. There is less than satisfactory teaching in 8 per cent lessons. The very good teaching is scattered throughout the school, and the unsatisfactory teaching is mainly located in Key Stage 2. The teaching of English, mathematics and science is good at Key Stage 1, as is the teaching of art at Key Stages 1 and 2, history at Key Stage 1 and swimming at Key Stage 2. The teaching of English, mathematics and science at Key Stage 2 is satisfactory. There is good teaching of personal and social development for children under five in the nursery and reception classes. Teaching of physical development is good in the nursery. The teaching of information technology and geography is unsatisfactory at Key Stage 2.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. An appropriate range of learning opportunities is offered for all ages through a suitably broad and balanced curriculum. Extra-curricular provision is good for sport, although it is limited in other areas. The provision for information technology is unsatisfactory at Key Stage 2 and does not meet statutory requirements. There are too few opportunities for independent research, and children under five have too little provision for learning through exploration.
Provision for pupils with special educational needs	Satisfactory. Pupils' needs are identified and suitable work and support are provided.
Provision for pupils with English as an additional language	Good. Effective support for pupils from specialist staff and class teachers ensures that good progress is made, especially in language acquisition for those pupils at the early stages of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, especially for pupils' moral, social and cultural development. Satisfactory provision for spiritual development. The newly introduced house system contributes much to pupils' personal development. Collective worship does not meet statutory requirements.
How well the school cares for its pupils	There is good care and concern for pupils' welfare. There are some weaknesses in the assessment and monitoring of academic attainment and progress, and the use of assessment information to guide curricular planning. The procedures for promoting attendance, good behaviour and eliminating oppressive behaviour are all very good.

The school has good links with parents and carers and involves them well in the life of the school. Satisfactory information is provided on the curriculum and their children's progress and standard of work. Annual reports do not tell parents well enough what their children need to do to improve.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides sensitive leadership and a clear educational direction for the work of the school. He gives high priority to the raising of standards and is fully supported by all staff, not only those with leadership and management responsibilities. The leadership and management roles of other staff are insufficiently defined.
How well the governors fulfil their responsibilities	There is a high level of commitment to the school by the chair and some other individual governors. The governing body is insufficiently involved, however, in the strategic management of the school. Governors are too reliant on the headteacher for information and have too few independent strategies for monitoring.
The school's evaluation of its performance	Satisfactory. The school analyses national test results and is aware of variations in the needs of different year groups. Development targets are appropriate, with good action towards them, and there is good involvement of staff in determining them.
The strategic use of resources	Satisfactory. Specific grants are used effectively for their designated purposes. Educational priorities are not supported sufficiently well through financial planning and it is unsatisfactory that some weaknesses in accommodation and resources persist due to lack of small amounts of expenditure.

Staffing and accommodation are satisfactory for the effective delivery of the curriculum, although resources are unsatisfactory, especially for information technology. The principles of best value are applied satisfactorily.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The approachability of the school.</li> <li>• The school's high expectations of standards of work and behaviour.</li> <li>• Their children make good progress.</li> <li>• Teaching is good.</li> <li>• Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities.</li> <li>• The amount of homework.</li> </ul>

Parents are strongly supportive of the school. Inspection findings support parents' positive views, although teaching and progress are satisfactory, rather than good, at Key Stage 2 and for children under five. Pupils are provided with an appropriate amount of homework. The range of extra-curricular activities is limited mainly to sports.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Pupils' results in the end of Key Stage 2 National Curriculum tests in 1999 were below the national average in English and mathematics, and broadly in line with the national average in science, based on the average of all the levels achieved. The percentage of pupils reaching the national standard, Level 4 or above, was below the national average in English and mathematics, and close to the national average in science. The percentage of pupils reaching the higher Level 5 was close to the national average in English and science but below in mathematics. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance in the 1999 tests was broadly average in English and mathematics and well above average in science. Teacher assessments in 1999 showed a slightly more favourable picture than the tests. The 1999 test results show an improvement over those for 1998 in all three subjects. The targeting of pupils in need of extra support to reach Level 4 and the use of booster classes for lower attaining pupils, contributed to the improvement in pupils' performance. The school's average point score trend in the end of Key Stage 2 tests, based on figures for the last four years, is upwards and is in line with the national trend. During this period, there has been little discernible difference in the performance of boys and girls or of any other groups, such as those for whom English is an additional language.
2. The school is setting realistic targets for improvement in English and mathematics standards at the end of Key Stage 2 and is making satisfactory progress towards them. The evidence of school work of pupils presently in Year 6 is that they are performing at a below average standard in English and mathematics, and at a broadly average standard in science. This performance reflects the most recent test results, even though the present Year 6 has over a third of pupils with special educational needs and three with statements of special educational need. Standards in the end of Key Stage 2 tests are higher than at the time of the last inspection.
3. Pupils' results in the end of Key Stage 1 National Curriculum tests in 1999 were broadly in line with the national average in reading, and well above the national average in writing and mathematics, based on the average of all the levels achieved. The percentage of pupils reaching the national standard, Level 2 or above, was below the national average in reading, and close to the national average in writing and mathematics. The percentage of pupils reaching the higher Level 3 was above the national average in reading and writing, and was very high in mathematics. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance in 1999 was well above average in reading and writing and very high in mathematics. Teacher assessments in 1999 show a similar picture to the tests. Taking the results for the last four years, there is a clear trend of improvement in test results within the school, although there was little improvement in reading results between 1998 and 1999. Over this four year period, girls have performed better than boys in writing and mathematics, with little discernible difference in reading. In the teacher assessments for science in 1999, the percentage of pupils reaching Level 2 or above was below the national average, and the percentage reaching Level 3 or above was well above average.
4. The evidence of the school work of the present Year 2 is that they are performing at a

broadly average standard in reading and writing and at an above average standard in mathematics. This lower performance than that shown in the 1999 tests reflects the difference between last year's end of Key Stage 1 pupils and those presently in Year 2. A quarter of pupils in the current Year 2 have been identified as having special educational needs, which is a greater proportion than last year. Since the time of the last inspection, there has been a clear improvement in the end of Key Stage 1 test results.

5. Children's attainment on entry to the nursery at the age of three is below that normally expected for their age in all areas of learning. By the age of five, it remains low in language and literacy, mathematics, knowledge and understanding of the world and creative development. Many children do not reach the Desirable Learning Outcomes for five year olds in these areas until well after their fifth birthday. In mathematics, there are variations in the standards achieved in different aspects. In number, their work is of a higher standard than that normally found for their age, in shape and space it is in line with the expected standards, but in using and applying mathematics it is well below. Standards of personal and social development are high and they are as expected in physical development.
6. By the age of five, children's listening skills are good. They listen carefully to the stories they are told. Their speaking skills are much weaker and many do not naturally speak in sentences. Most children have a limited knowledge of letter sounds for their age and this restricts their progress in reading. Higher attaining children read simple texts confidently and are starting to use their knowledge of letter sounds competently in reading and writing. Children write their names and copy words, using upper and lower case letters correctly. The variations in the children's attainment in different aspects of mathematics evident when they enter the school is still a feature at the age of five. Most children recognise numerals to ten and count beyond ten. They recognise simple two-dimensional shapes, such as circles and squares, and identify and complete repeating patterns of shape and colour. They use and understand mathematical language such as 'taller' and 'heavier'.
7. By the end of Key Stage 1, pupils listen attentively to their teachers and to each other, responding readily in discussion and answering questions. Higher attaining pupils read accurately and with expression and all have satisfactory phonic skills. Writing is usually well organised and clear, with most pupils confidently using basic punctuation and having clearly formed handwriting. Pupils add and subtract competently, with higher attaining pupils using two digit numbers. They measure accurately, recognise the properties of two and three-dimensional shapes, tell the time with analogue clocks and understand simple fractions. Pupils have a secure body of scientific knowledge of external features of the human body, flowering plants, materials and their properties, electricity, forces and light.
8. At the end of Key Stage 2, standards are lower than those expected nationally in speaking, reading and writing, and in mathematics. Pupils listen with the expected care and attention and answer questions clearly, but do not participate in sustained debate. Pupils enjoy books and read confidently, although they do not have the expected skills in using either books or texts on CD ROMs for independent research. Understanding of basic grammar is secure and stories are planned satisfactorily, but pupils do not have the expected skills in drafting and redrafting their writing to ensure clarity for the reader. Pupils have a satisfactory range of methods for computation in mathematics, but many do not have the recall of number facts normally expected. While most have a satisfactory understanding of place value, lower attaining pupils

have difficulty in adding and subtracting two digit numbers mentally. The strongest area of mathematical knowledge and understanding is in shape, space and measure. Most pupils use two-figure co-ordinates and have some basic data handling skills. Pupils have the expected body of scientific knowledge and clearly understand the principle of a fair test.

9. Standards in information technology are in line with those expected nationally at the end of Key Stage 1, but are below at the end of Key Stage 2. By the end of Key Stage 1, with adult support, pupils load programs, use a graphics program to create a picture through control of the mouse and most carry out simple word processing tasks independently. Higher attaining pupils change the font and use full stops and capital letters. Although many pupils at the end of Key Stage 2 change the size of letters, font and colour and print text, word processing skills are lower than expected and skills in data handling are weak. Their understanding of control is low and they do not have the expected experience in modelling. They do not have the expected skills and independence in using the computer for research. Poor resourcing of information technology and weaknesses in teachers' subject knowledge are the main factors contributing to low attainment. Standards are lower than those reported at the time of the last inspection.
10. At the end of both key stages, standards in religious education are in line with those set in the locally agreed syllabus. By the end of Key Stage 1, pupils are aware of all the main faiths, including some of the stories, festivals and symbolism associated with them. By the end of Key Stage 2, they identify similarities and differences in the main world religions and are confident in discussing issues relating to faith.
11. At both key stages, standards of pupils' art work are above those normally found for their age, maintaining the standards found at the time of the last inspection at Key Stage 2 with improvement at Key Stage 1. Standards are similar to those found nationally in design and technology, history, music and physical education. In geography, much of pupils' work is of a lower standard than normally found, especially at Key Stage 2. The weaknesses in geography result from unsatisfactory teaching and a curriculum that is not sufficiently planned to support the development of pupils' knowledge, understanding and skills. Although some weaknesses in the provision for geography were identified at the time of the last inspection, standards are lower now than then at Key Stage 2.
12. Throughout the school, literacy and numeracy skills are applied and developed satisfactorily. Literacy skills in subjects such as history, and numeracy skills in subjects such as science and design and technology are of the expected standard. There is little evidence of reading skills being used and developed in independent research in history and geography for example.
13. Children's achievement during their under fives education is satisfactory in terms of the progress made between entry to the nursery and their fifth birthday. Good progress is made in listening skills. They make good gains in their physical development while in the nursery because teaching of this area is good, although progress is slowed when they move to the reception classes due to lack of provision for outdoor play. The strongest area of all children's achievement is in their personal and social development. Having entered the nursery at a low level in this area, they reach the standards expected for their age by the time they move to the reception class and attain above the standards normally found by the age of five. The gains made in personal and social development are a direct consequence of good teaching

and consistent social training by the adults working in the nursery and reception classes.

14. Pupils' achievements are good at Key Stage 1 in English, mathematics and science, with progress from below average standards to standards in line with those found nationally by the age of seven. There is a very strong picture of pupils' performance in the end of key stage tests in comparison with schools with pupils from similar backgrounds. Effective gains are made in other subjects on the basis of the standard of their work at the end of the key stage with that on entry. In physical education, pupils' achievements are satisfactory.
15. At Key Stage 2 achievements are satisfactory, based on a comparison of the attainment of the present Year 6 when they were at the end of Key Stage 1 with their current performance. There is satisfactory progress across the key stage in English, mathematics and science. Pupils' achievements in information technology are unsatisfactory as gains in knowledge, understanding and skills are slower than expected. Achievements are satisfactory in religious education. In all the non-core subjects, achievements are broadly typical except in art where they are better and in geography where they are unsatisfactory.
16. The progress of pupils with special educational needs is satisfactory throughout the school. Their work is targeted with individual education plans and the school is working to make these more specific and relevant to the individual pupil. These pupils are well supported in the classroom. Higher attaining pupils are appropriately supported, especially in literacy and numeracy, and make satisfactory progress. Pupils with English as an additional language receive good support, with their needs recognised, and this enables those at an early stage of language acquisition to make good progress.

### **Pupils' attitudes, values and personal development**

17. Children under five settle quickly into school routines and build up good relationships with adults and with each other. They are co-operative with each other, amicably sharing toys and resources and taking turns with large play equipment in the nursery. They enjoy the activities in the nursery and reception classes and are keen and eager to learn. They are attentive and beginning to follow instructions well. They have appropriate social skills and are starting to develop aspects of their independent learning. Behaviour in the nursery and reception classes is very good.
18. Throughout Key Stages 1 and 2, pupils have very good attitudes to learning and are well motivated. They listen politely and attentively to the teacher and to each other and are keen to answer questions, putting up their hands to do so. The pupils show consideration for others and for property. They are courteous and helpful to each other, to staff and to visitors. During lessons, pupils respond appropriately to instructions from teachers and very quickly settle to work. They work well together and individually and show an interest in the activities provided. Most are keen to participate in question and answer sessions and do so in a sensible and mature way. They readily take turns and show a willingness to apply themselves to whatever task is presented to them.
19. No inappropriate behaviour was observed during the inspection, which is a considerable improvement since the previous inspection when weaknesses were identified in Years 3 and 4. All pupils now respond well to the high standards of

behaviour expected and the action taken by the school to ensure good behaviour is successful. The standard of pupils' behaviour in classrooms, when moving to the hall for physical education or assembly, and when eating their lunch, is never less than satisfactory and is frequently good or very good. Pupils behave well during break times and play together well. They appear trustworthy and are obedient, polite and respectful to each other and to adults. The small number of pupils with behavioural problems responds very positively to the sensitive support they receive and do not disrupt the learning of the other pupils. No incidents of bullying were observed during the inspection and parents and pupils do not think it a significant problem. There has been a significant improvement in the rate of exclusions and, although there are pupils in the school with behavioural problems, there has been a need to exclude only one pupil for a fixed period during the present school year. This is a marked improvement on the last school year when action was being taken to enforce high standards of behaviour, and this resulted in eight fixed term, and one permanent, exclusions.

20. Relationships are very good, both among pupils and between pupils and adults. Pupils respect the values and beliefs of others and this is apparent in the way they relate to each other, both in lessons and elsewhere. Pupils of all ages mix well together at playtimes and lunchtimes. Racial harmony exists within the school. When given suitable opportunities, which is frequently, pupils show that they can collaborate well, such as when working in groups or when they are involved in house activities. A good example of collaborative working was observed when, during a house meeting, Year 6 pupils worked happily and productively with reception children designing and making a wall display.
21. Pupils respond very well to the school's provision for their personal development, including opportunities to assume responsibility, which steadily increase as they move through the school. Children under five in the nursery and reception class are starting to carry out routine responsibilities, such as clearing away after activities. At Key Stages 1 and 2, pupils are diligent in fulfilling their classroom responsibilities. Year 6 pupils show pride in carrying out their work as monitors, for example for bell ringing, or as house captains. Pupils have responded very positively to the newly introduced house system and the opportunities it provides for activities, such as raising funds for charities.
22. Levels of attendance are poor. They are lower than reported at the time of the last inspection and the school is not meeting its target for improvement. During the 1998 to 1999 school year attendance was well below the national average and unauthorised absence was well above the national average. Attendance levels are reduced by a number of parents organising extended visits to families overseas. Unauthorised absence is the result of a small number of parents having a relaxed attitude to the importance of school attendance. Punctuality in the morning is generally good. When instances of lateness occur, they are of a minor nature and are not disruptive to lessons. Timekeeping throughout the day is good.
23. Pupils enjoy school. Their very good attitudes to school, very good behaviour, very good relationships and response to the opportunities provided for their personal development all make a strong contribution to the effectiveness of their learning and the standards they attain. The low levels of attendance restrict the learning of those pupils involved and are disruptive to their education.

#### **HOW WELL ARE PUPILS TAUGHT?**

24. The overall quality of teaching and learning is good at Key Stage 1 and it is

satisfactory at Key Stage 2 and for children under five. Teaching is good and, occasionally, very good, in almost half the lessons. There is some very good teaching in individual lessons in mathematics in the reception year and Year 2, geography in Year 1, music in Years 5 and 6, and design and technology in Year 6. Teaching is unsatisfactory in almost a tenth of lessons and, with the exception of one geography lesson in Year 2, this is all located in Key Stage 2 in mathematics, geography and music. There is no longer, however, the significant amount of unsatisfactory teaching in Years 3 and 4 that was found at the time of the last inspection. In subjects, the overall quality of teaching of English, mathematics and science is good at Key Stage 1. Teaching of art at Key Stages 1 and 2 is good, as is the teaching of history at Key Stage 1 and swimming at Key Stage 2. Elsewhere, teaching is satisfactory, except in information technology and geography at Key Stage 2 where the teaching is unsatisfactory. While only one specific information technology lesson was seen, the judgement is based on a scrutiny of teachers' planning and the work undertaken by pupils. In the teaching of children under five, there is good teaching of personal and social skills resulting in children making good gains in this aspect of their learning. Pupils with special educational needs and those with English as an additional language are well taught at Key Stage 1 and make good gains in their learning. The teaching and learning of these pupils at Key Stage 2, and while they are under five, is satisfactory.

25. Where teaching is most effective, teachers have very good subject knowledge and have high expectations of standards of work and the amount of effort required by pupils. Often tasks are highly imaginative, captivating pupils' interest and engaging them at a deep level. In a geography lesson in Year 1, for example, the teacher arranged for the class to receive a letter from a lost bear so that they might create a route map for him. In a Year 6 design and technology lesson, pupils responded to an imaginary request from a fairground operator by designing and making fairground models and pizzas for sale at the fair. In this lesson, very effective links were made with pupils' learning in science. In a very good music lesson, the teacher demonstrated what was required of pupils with enthusiasm that was infectious. In a reception class mathematics lesson, resources such as number lines were used very effectively to keep pupils focused and concentrating well. These strong features of teaching result in very effective learning for pupils of all levels of prior attainment, including those who are talented, have special educational needs, or for whom English is an additional language.
26. Planning is a strong feature of much effective teaching, with learning objectives being clearly identified and communicated to the pupils. Teachers are well organised and have resources ready in good time before the start of the lesson. The management of pupils is good throughout the school and pupils respond well, knowing what teachers expect of them. Occasionally in physical education lessons, the management of pupils is less effective and results in a small number of pupils not paying full attention. Often, teachers use questioning very effectively to assess pupils' understanding and to challenge them to a higher level of achievement. This is especially a feature of English and art lessons. In religious education lessons, clear instructions and questioning support all pupils in making progress.
27. The enthusiastic approach of many teachers, especially in science, art and physical education, contributes much to pupils' good levels of involvement. In science and physical education, demonstration is provided to guide pupils in their practical work. As pupils work individually, teachers provide much helpful support, identify gaps in their learning and give guidance to support their progress. In art lessons, the open-

ended nature of the tasks ensures that all pupils are challenged. Praise is used effectively to recognise good work and to further motivate pupils. There are examples of this encouraging hard work in religious education lessons. The correct use of terminology by teachers supports pupils in gaining the language of subjects such as religious education. In physical education, the teachers' emphasis on safety ensures that pupils take good account of safety issues and carry equipment sensibly. Throughout the school, teachers have good relationships with their pupils and this sets the right climate for learning.

28. Basic skills of literacy and numeracy are taught properly, with teachers having secure knowledge of the national strategies for these areas. There is good teaching of these aspects at Key Stage 1 which supports pupils in making good progress in their learning in English and mathematics. While the overall teaching of language and literacy is satisfactory while children are under five, there are weaknesses in the teaching of letter sounds and in using these to encourage independence in reading and writing. As a consequence, children's progress in these areas is slowed.
29. Where teaching in lessons is judged satisfactory there are, nevertheless, some areas in need of improvement. In Key Stage 2 science lessons, instructions are occasionally unclear and the attention of a small minority of pupils is not always maintained. Questioning in religious education lessons sometimes focuses on those who are willing to answer rather than involving the whole class. In history, there are missed opportunities for research and independent enquiry. These aspects of teaching limit pupils' learning and the standards they attain. In the teaching of children under five, many activities are too directed, with insufficient provision for children to make decisions and choices for themselves. This restricts the capacity of children to express themselves imaginatively and to take responsibility for their learning.
30. Information technology teaching at Key Stage 2 is unsatisfactory because many teachers lack confidence and are unable to provide pupils with suitably challenging tasks. There is too little interaction with individuals, or pairs of pupils, using the computer. Teaching is not planned to develop pupils' skills effectively. Exacerbated by poor resources for this area, teaching of information technology does not enable pupils to make the progress they should as they move through the key stage. The result is low standards in this area.
31. Lack of appropriate resources also compounds weaknesses in geography teaching. At Key Stage 2, there is an over-reliance on work sheets which are not effective in meeting pupils' needs. In one Year 5 lesson, the introduction was rushed, resulting in pupils being uncertain of the purpose of activities. The teaching of geography does not take sufficient account of pupils' prior learning and knowledge, so that understanding and skills are not consistently developed over time. This is largely a result of inadequacies in longer term planning. In one Year 2 lesson, insufficient account was taken of the range of needs of pupils in the class and the learning of lower attaining pupils, especially those with special educational needs, suffered as a result.
32. In individual mathematics lessons in Years 3 and 6 where teaching is unsatisfactory, teachers lack adequate subject knowledge, expectations are too low and time is not used effectively. In a poor music lesson, lack of knowledge of pupils' prior learning experiences resulted in low expectations. This was further compounded by weaknesses in the scheme of work and the absence of assessment procedures. In this lesson, the quality of learning was poor.

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

33. The quality and range of opportunities for learning provided by the school are satisfactory. All statutory curricular requirements are met except for information technology at Key Stage 2, where weaknesses in resources prevent the delivery of the programmes of study of the National Curriculum.
34. The curriculum for children under five is planned suitably to take account of the recommended areas of learning and is satisfactory. This is an improvement since the last inspection. There is a weakness, however, in both the nursery and reception classes in that there is too little provision for learning through discovery and experimentation, and for children to show initiative and make choices about what they will do. There are also too few opportunities for children to develop their ideas through talk, such as through imaginative play. In the nursery there is too short a time for child initiated play. In the reception classes there is no provision for outdoor play and the formal literacy lesson is too long for young children to sit still and concentrate.
35. At Key Stages 1 and 2, the curriculum is appropriately broad and balanced, except in information technology and geography, where the appropriate knowledge and skills are not adequately developed through the school. This is because there is too little provision for these subjects, especially information technology. Appropriate time allocations are made for all other subjects, except that in some, especially in English and mathematics, individual lessons are occasionally too long, leading to pupils finding it difficult to maintain concentration. This is not a productive use of curriculum time as it slows the pace of teaching and learning.
36. At the time of the last inspection, a key issue was to develop curricular planning, by specifying skills to be taught in each subject. Since that time, the issue has been well addressed in English and mathematics, and adequately addressed in science, with the result that satisfactory improvement has been made. In other subjects, however, such as history and physical education, opportunities are still missed to plan appropriately for these skills. Another key issue at the time of the last inspection was the lack of opportunities for pupils to undertake their own investigations and research. Although pupils now have some opportunities to use the library, and to access CD ROMs to find information, for example in history, opportunities through the organisation and delivery of the curriculum remain inadequate.
37. Policies and schemes of work are in place for all subjects and this is an improvement since the last inspection. Many of the policies, however, are presently either in draft form, for example in science, or are being re-written, such as in physical education and religious education. Schemes of work are not always followed consistently through the school, for example in information technology and geography, with the result that the provision made for pupils lacks continuity. No planning was available for scrutiny for Year 4 geography. The choice given to teachers in different year groups as to whether they implement the new national guidelines from the Curriculum and Assessment Authority leads to further fragmentation in curriculum delivery because there is no whole school approach.
38. Both the literacy and numeracy strategies have been successfully implemented and are having a significant effect on raising standards, especially at Key Stage 1. Satisfactory provision is made for pupils' personal, social and health education, and issues of drugs awareness and sex education are appropriately covered within the

programme. The school makes sound provision for the equality of pupils' access to the whole curriculum.

39. The provision for pupils with special educational needs is satisfactory and fully complies with the requirements of the Code of Practice. The two children in the nursery with statements of special educational need receive very good provision. The curriculum is specifically tailored to their needs, with a good level of challenge built in and effective support to ensure success. All other pupils on the school's register of special educational needs have individual education plans. The school is taking action to ensure that these are better focused than has been the case so far, with provision for special educational needs having recently improved. Good account is taken of the needs of pupils with English as an additional language. Appropriate attention is paid to the needs of those who are gifted or talented.
40. The school provides a satisfactory range of extra-curricular activities, which are largely sporting, and mainly for Key Stage 2 pupils. Activities include football, netball, cricket and recorders. Instruction in tennis is provided for pupils at both key stages. The school welcomes many visitors to enrich the curricular opportunities, such as the police, paramedics, representatives from the various religious communities, as well as various dance, drama and music groups. A wide variety of educational visits is arranged, to places such as museums and art galleries, and the school makes extensive use of Merevale Hostel, both for day and residential visits. All these activities make a significant contribution to the pupils' personal development, as well as to their learning in subjects.
41. The school has satisfactory links with the local community to support the curricular opportunities. Links have been successfully forged with local churches, sports groups, industry and homes for the elderly. Good links have been made with local schools, including the comprehensive schools. Pupils visit the comprehensive school before they transfer there and this supports their preparation for the next phase of schooling. Curricular links with other schools, a weakness identified during the last inspection, have been considerably improved. These contribute to subjects such as science, and especially the under fives provision, where the links with the local play group are very good.

#### **Provision for pupils' personal development including their spiritual, moral, social and cultural development**

42. The school makes good overall provision for the moral, social and cultural aspects of pupils' personal development, and satisfactory provision for their spiritual development. The strengths identified in the provision for personal development at the last inspection have been maintained and further enhanced through the introduction of the house system. The good provision makes a significant contribution to pupils' very good attitudes, behaviour and relationships.
43. Spiritual development is well promoted in acts of collective worship and in religious education lessons. Acts of collective worship are not held daily, however, and the school does not meet statutory requirements for collective worship. Pupils have the opportunity to engage in quiet reflection during collective worship, which is planned effectively and takes place in a quiet respectful atmosphere. Pupils are taught the values and beliefs of the Christian faith and worship is predominately Christian. There are good opportunities to learn about other faiths, including those of pupils attending the school, and the school actively celebrates major world religious festivals. The

school successfully provides opportunities to develop pupils' sense of awe and wonder. Such examples include reception children seeing an x-ray and pupils in Year 1 receiving an unexpected letter from a bear as part of their geography topic. Older pupils share ideas of the magnificence of what makes a wonderful world, including seeing at close range a barn owl and python during house groups.

44. The school clearly teaches the difference between right and wrong. High priority is given to equipping pupils with a clear set of moral values. This high expectation is reinforced by class routines, the consistent application of the behaviour policy and explicit moral teaching in lessons and assemblies. Pupils develop a good understanding of citizenship through the house system where pupils are encouraged to organise various events, including raising money for different charities. The staff provide pupils with very good role models and encourage them to behave well, show consideration to others and develop a clear understanding of right and wrong. The clear ethos and rules for behaviour are well supported by governors and parents.
45. Good provision is made for pupils' social development, which is effectively enhanced in everyday interactions between pupils and adults. The promotion of values such as friendship and caring for others forms an important aspect of school life and pupils of all ages interact well during house meeting groups. Pupils are encouraged to work well together in class and play amicably in the playground. The school provides many extra-curricular activities, particularly in sport, which are well supported and greatly enhance pupils' social development. Social development is also effectively promoted in the many visits that are organised, including day and residential trips to support pupils' learning.
46. Provision for pupils' cultural development is good. Visits are made to places of interest including Birmingham City Museum and Art Gallery, Midland Art Centre, London Planetarium, local theatre and cinema. Numerous visitors are invited into school, including the Birmingham Royal ballet and Opera Company, to work with the pupils which effectively helps to promote their cultural awareness. Pupils acquire a good knowledge and understanding of other cultures in many curriculum areas including religious education, art, and music and in assemblies. The whole school recently performed a successful Asian and African artistic production for parents involving dance and music. Such opportunities effectively help pupils become aware of the rich diversity of cultures within the wider community.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

47. The provision for the welfare, health and safety of pupils is good overall, and the school has maintained many of the positive features of care for pupils' personal wellbeing found at the time of the previous inspection. It provides a supportive environment in which the pupils feel safe and are able to develop their confidence and independence, and concentrate on their learning. There are some weaknesses in need of attention, however, especially in the area of academic assessment. The procedures for academic assessment and the use of assessment information to inform curriculum planning are not fully developed at Key Stages 1 and 2.
48. In the nursery and reception classes, satisfactory procedures are in place for assessing children's attainment in all areas of learning. Records are updated regularly using detailed information noted during classroom observations. Assessment information is used consistently in termly planning to ensure that the needs of all pupils have been considered. The formal assessments made when children enter the reception classes are used to alert teachers to children who will need additional

learning support, but they are not used to focus nursery planning on areas where attainment is below average, such as in early reading skills.

49. The school has worked hard to introduce suitable assessment procedures for literacy and numeracy at Key Stages 1 and 2. Carefully considered assessments are now recorded in detail and used effectively to set realistic targets and identify what pupils need to learn in order to achieve them. The records do not contain sufficient information from which to monitor progress, but do have the potential to become a very effective system through which the school can identify and monitor the progress of individuals and groups of pupils. The assessment of writing has been extended to include the whole school and this is a very good feature. This focused assessment has raised teachers' awareness of the development of writing skills, improved planning for learning and raised attainment in writing.
50. In subjects other than English and mathematics, there are no whole school systems to record the acquisition of knowledge and skills. Many pupils have previously been in mixed age classes. It is a complex task to track what they have been taught and even more difficult to identify what individual pupils know, understand and can do in all subjects. Teachers lack this important information when planning for learning and this leads to time being wasted and pupils making uneven progress in some subjects, such as, in a music lesson in Year 6, where work done in previous years was repeated.
51. There are satisfactory formal procedures for monitoring and supporting pupils' personal development. Informal monitoring, which benefits from teachers' knowledge of pupils as individuals, is good. The procedures for monitoring the progress of pupils needing special support are well defined. Good links exist with outside support services that contribute well to the work of pupils with particular or special educational needs. Pupils for whom English is not the first language are well looked after. Bilingual support teaching is very well organised and ensures that the pupils involved learn well. Talented and gifted pupils' needs are recognised and they receive the right support. There is good care for pupils with behavioural difficulties.
52. Good procedures ensure that pupils are well cared for by, and within, the school community. The school nurse, community police officers and other support services play an active part in promoting the welfare of the pupils. Mid-day supervisory staff relate well to the pupils. They provide good support during lunchtimes, which has a positive effect on behaviour and safety. First aid and fire safety arrangements are satisfactory and the school provides a safe and supportive environment in classrooms and in the school grounds that facilitates learning. The school's procedures for dealing with accidents are secure.
53. There are unsatisfactory features, however, that have not improved since the previous inspection. Corridor areas, and some classrooms, are uncomfortably cold at times and proper attention has not been paid to the toilet facilities for both pupils and staff. Unhygienic and unpleasant toilet facilities with peeling walls and ceilings, especially for the Key Stage 1 pupils, are a potential risk to the health and safety of those involved.
54. The school's procedures for child protection are good and meet statutory requirements. The designated person has received relevant training and is suitably experienced to undertake his responsibilities. Class teachers and support staff are attentive and conscientious in their approach to the proper support of the children in their charge.

55. The monitoring and promotion of attendance is very good. Records for attendance are properly maintained and comply with statutory requirements. Procedures for recording unauthorised absence are rigorous and there are good procedures to deal effectively with any unexpected absence. The headteacher takes a personal interest in attendance matters and his liaison with the school's educational social worker is very good. It is not the fault of the school that attendance is below the national average.
56. Since the previous inspection, the school has introduced new strategies for monitoring and promoting good behaviour and these have been very successful. Parents are very supportive of the school's efforts. Weaknesses in behaviour found at the time of the previous inspection have been overcome and there is now an ethos of positive behaviour within the school that is conducive to learning. The measures now in place to promote discipline and good behaviour, which include those to deal with inappropriate behaviour by pupils with behavioural problems, are very good. Rewards and sanctions are well understood and accepted by pupils. They allow the pupils to take advantage of the opportunities for learning presented to them. All members of staff, both teaching and non-teaching, set a good example which encourages learning.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

57. Parents are very supportive of the school. They consider it to be a caring school that provides well for their children. They are comfortable approaching the school when they have worries or concerns and are very happy with the quality of teaching and the standards achieved. They feel that the school works closely with them, keeping them informed about events and activities, and the progress made by their children. Inspection evidence supports many of the positive features identified by parents. A small number of parents, 13 per cent of those responding to the parents' questionnaire, express concern about the range of provision for activities outside lessons. Their concerns are justified because, although the school provides many opportunities for sporting activities, there is little provision for anything else on a regular formal basis.
58. The school has good links with parents that provide enrichment to the pupils' learning experiences. The positive features found at the time of the previous inspection have been maintained and some have been further developed. Home school links have recently been supported by the introduction of a home-school agreement which provides for commitment by the school, parents and the pupil to the improvement of standards. Parental support at home is variable, being a function of personal circumstances, but overall is satisfactory.
59. The quality of information provided by the school, particularly about progress, is satisfactory. The school prospectus is well produced. It is an informative document that gives very clear guidance to parents. It does not, however, fully meet statutory reporting requirements in respect of properly reporting attendance rates. Regular newsletters to parents are well planned, informative and helpful. They are supported by meetings to explain curriculum matters, such as the national literacy and numeracy strategies, whenever appropriate. Pupils' annual reports meet reporting requirements and provide a satisfactory summary of pupils' attainment and progress. Parents find them useful and informative. While the reports provide appropriate information on what pupils have done and can do, they do not provide parents with sufficient

information on how their child's standard of work compares with that expected for their age, except at the end of each key stage.

60. The most recent governors' annual report to parents briefly reviews the work of the school but is not a particularly stimulating document. Past issues have been much more user-friendly, informative and interesting. The 1999 report has some minor reporting omissions and misses opportunities to capture the attention of parents, or to properly celebrate the school's considerable successes.
61. Parents and other helpers are warmly welcomed into school and are encouraged to participate in its work. Those able to help in school are well used. Some very good examples of the help provided by parents were seen during the inspection. A parent who is a casualty staff nurse at a local hospital fascinated children in a reception class lesson talking about bone fractures and their treatment to directly support the curriculum study of the skeleton. The direct involvement of parents and other volunteers in the work of the school makes a positive contribution to pupils' learning. There is positive involvement of parents, and pupils, in social and fund raising activities. A well organised and committed Friends' organisation provides financial support to the school to purchase books and other learning resources that are much appreciated by the school.
62. There are regular opportunities, formal and informal, for parents to meet with teachers to discuss their children's progress. The headteacher makes himself available at any time to meet with parents and teachers are happy to meet with them informally before or after school, or by appointment to ensure availability due to teaching commitments. A good partnership is established with parents when their children begin school. As a result children settle quickly into their new surroundings.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

63. The school's aims and values are very well reflected in its work. The school does take account of the needs of all pupils. Expectations of behaviour are very high and there are appropriately high expectations of standards of work in most lessons. End of key stage national test results show a trend of improvement. Action is being taken to further improve the quality of teaching and the weaknesses identified at the time of the last inspection in Years 3 and 4 have been effectively dealt with. The school does set out to give each pupil the opportunity to achieve their personal best. The values of the school as a community in which pupils 'work and play together' is evident in all aspects of school life. It is reflected in pupils' very good attitudes to school, behaviour and relationships. It is also clear in the good care for pupils' personal wellbeing and the good links with parents and carers.
64. The leadership and management of the school by the headteacher and key staff are satisfactory. The headteacher provides sensitive leadership and a clear educational direction for the school. He is fully supported by all staff, not only those with management responsibilities, in his commitment to school improvement and the raising of standards. On taking up his post two years ago, he identified areas in need of greatest attention, such as the standards at the end of Key Stage 2 and, with staff, considered the key factors impacting upon these. He places importance on the involvement of staff in a dialogue on these matters and they greatly appreciate this.
65. While there is a shared purpose among all staff, the extent of delegation to staff with management responsibilities is unsatisfactory. The deputy headteacher has been in post for one term only, following a period of more than a year in which the school was

without a deputy. Priorities for her deployment on taking up her post have been the development of the school's provision for pupils with special educational needs and class teaching responsibility for a class with an unsettled history. She effectively fulfils her responsibilities as special educational needs co-ordinator, is starting to improve the quality of pupils' individual education plans and is implementing new procedures. The deputy works alongside the headteacher in monitoring teaching and learning through lesson observation. There is not a clear picture, however, of how the specific role and responsibilities of deputy headteacher will develop.

66. The Key Stage 1 and 2, co-ordinators meet with their teams approximately twice each term and bring a key stage perspective to senior management team meetings. The early years co-ordinator, who has overall responsibility for the education of children under five, is not a member of the senior management team. While there is liaison with the Key Stage 1 co-ordinator, this means that not all key stages are fully represented when matters of school improvement are considered. Neither the Key Stage 1 and 2 co-ordinators, or the early years co-ordinator, have responsibilities for monitoring teaching and learning. The subject co-ordinators receive teachers' planning and review the resources for their areas, but have no effective role in monitoring teaching or the impact of the curriculum on pupils' learning. They are not directly leading the development of their subjects, for example in ensuring whole school approaches to the curriculum. This means that some weaknesses are not identified, such as those in geography.
67. The monitoring, evaluation and development of teaching is good because of the good practice in classroom observation by the headteacher and deputy. There is planned observation of teaching, with a main focus on literacy and numeracy, for two days each half-term. There is feedback to individual teachers but only limited whole staff consideration of monitoring findings. If a teacher is identified as being in need of support, action is taken to help them overcome their difficulties. The school's strategy for appraisal and performance management is satisfactory. Procedures for the induction of new staff to the school are effective. Newly qualified teachers receive appropriate support and there is effective monitoring.
68. There is satisfactory identification of priorities for development related to improving the quality of education and raising standards. There is good involvement of the staff in the identification of priorities and the action needed for improvement. The governing body is not so well involved and does not have a sufficiently clear understanding of the strengths and weaknesses of the school. It is insufficiently aware, for example, of the school's performance in relation to similar schools in the national tests. The overall involvement of the governing body in the strategic management of the school is unsatisfactory. It is far too reliant on the headteacher for the provision of information and lacks independent strategies for monitoring and evaluating the work of the school.
69. There is a high level of commitment from a few governors, including the chair. The special educational needs governor takes an active interest and meets regularly with the special educational needs co-ordinator to be updated on the school's provision. The governing body has had a presentation from the literacy co-ordinator on the implementation of the National Literacy Strategy and there are plans for a presentation by the numeracy co-ordinator. Statutory requirements are not met for information technology, collective worship or for all the items required for inclusion in the school prospectus and governors' annual report to parents.
70. Recent action has been very successful in bringing the school out of a deficit situation

into one of relative financial comfort. Effective planning and prudent use of financial resources have enabled major school priorities, including the provision of single age classes, to be met successfully to the benefit of pupils' learning. The current priority given to limiting expenditure to further establish a positive financial situation has created a feeling among much of the school community that even small amounts of money are not available. As a consequence, there is no recent evidence of governors properly evaluating the benefits that might arise from releasing small amounts of money to support educational priorities, such as the proper provision of learning resources. It is unsatisfactory that there is a lack of some basic learning resources and some weaknesses in accommodation provision, which could be overcome or improved by the release of a small element of the contingency funding.

71. The school enjoys funding levels that are higher than the national average for schools of similar type. This is partly as a result of its success in obtaining specific funds to support pupils such as those with special needs, those for whom English is not the first language and those with emotional and behavioural problems. The specific funds element of the school's finances is very well targeted and has a positive impact on the quality of learning for the pupils involved. Other financial resources, the bulk of the school's budget are, for the most part, effectively used with due regard for the priorities of the school's development plan.
72. Governors are aware of the need to obtain value for money and have good procedures for ensuring that best financial value is obtained. The school administrator is appropriately experienced and is rigorous in his determination to support this. There are no formal strategies for determining the impact of spending decisions on pupils' learning and this is unsatisfactory. Little progress has been made since this weakness was recognised in the previous inspection report.
73. There is little evidence that the school has positively embraced the use of new technologies. Except in support of administration activities, where computerised systems are well used, the school lacks provision in information technology resources, especially multimedia, and has yet to implement the use of electronic mail or to access the Internet to support pupils' learning.
74. The school's overall administration arrangements, and the day-to-day control of its finances, are good. Effective procedures are in place that allow the committed clerical staff to positively support the work of the school. Day-to-day financial control is good, with effective use being made of the information available from the school's computerised management system. The school's most recent financial audit was satisfactory. Its few recommendations have been effectively implemented.
75. There are sufficient appropriately qualified and experienced teachers for the age groups in the school. Staffing levels have increased since the previous inspection, having a beneficial effect on pupils' learning. All full-time teachers, unless newly qualified, have at least one additional responsibility over and above their classroom teaching duties. Teachers have job descriptions which are agreed but which are very general and do not properly define their duties, especially for those responsibilities that are additional to their teaching commitments. The provision of support staff is good. They are well qualified for the duties they have to perform, work closely with teachers to ensure effective support and contribute significantly to the quality of pupils' learning experiences.
76. The accommodation is satisfactory for the effective delivery of the curriculum,

although most of it is of pre-war construction, with some areas being uncomfortable in cold weather and roof leaks in corridors presenting problems. Internally, classrooms are a reasonable size and provide appropriate facilities for the effective delivery of the curriculum. Teachers make good use of the accommodation available. The school benefits from a number of specialist areas that enhance the quality of education. These include a good sized hall with a stage, a small library area, a specialist art room, rooms for small group withdrawal activities and a medical resource area. The specialist nursery facility has recently been refurbished. It provides adequate accommodation but there is a need for further attention to ensure that the children are provided with a clean, tidy and stimulating environment to promote learning. There is sufficient playground space, of good quality, for the size of the school. Outdoor play arrangements for nursery children are satisfactory but children under five in the reception class do not have proper provision. This means that they do not have regular access to large apparatus and wheeled toys to enable them to engage in exploratory activities, such as climbing, sliding pushing and riding. The age and design of the school makes it difficult to keep clean. The school caretaker and cleaning staff work reasonably conscientiously to achieve a generally acceptable level of cleanliness but there are areas of the school that present concern.

77. The overall adequacy of books, materials and equipment for the effective delivery of the curriculum is unsatisfactory. The level of provision has fallen since the time of the previous report when the quality, quantity and range of resources available to support the curriculum were found to be adequate. There is no curriculum area that is well resourced and for mathematics, geography, design and technology and children under five the provision is unsatisfactory. For information technology the provision is poor. Much of the lack of resource provision is overcome by dedicated staff making best use of what is available and, in some cases, providing their own resources. Despite this, shortages remain and the pupils are not getting proper access often for want of small amounts of expenditure. The lack of resources has a negative impact on the quality of education provided by the school.
78. The overall effectiveness of the school is satisfactory. Standards are below the national average when pupils leave the school at the age of eleven, although learning over time is satisfactory and standards of behaviour are very good. Teaching is good at Key Stage 1, and satisfactory at Key Stage 2 and for children under five. The curricular opportunities are satisfactory, with good provision for pupils' personal development. The overall leadership and management of the school are satisfactory. Considering the effectiveness of the school against the costs, the value for money provided by the school is satisfactory.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the existing good practice, rectify the weaknesses and improve the quality of education in the school, the governing body, headteacher and staff should:

- a) raise standards in English, mathematics and information technology at the end of Key Stage 2 by:
  - providing opportunities for pupils to draft and redraft writing to ensure clarity of meaning for the reader, for research with books and texts on CD ROMs, and for participation in sustained debate;
  - developing pupils' recall of number facts and providing greater opportunities for the use of computers in data handling;
  - ensuring that there are appropriate computers and software to implement the National Curriculum programmes of study for information technology and bringing such equipment fully into use;
  - providing teachers with the training necessary to give them confidence to implement the programmes of study fully and to provide the necessary support for pupils using computers;  
(Paragraphs 1, 8, 9, 30, 35, 94, 96, 97, 98, 102, 105, 117, 119, 121)
- b) provide pupils with worthwhile learning experiences in geography in all classes by improving curriculum planning and ensuring that teachers are clear about what should be taught when, and that they have the resources necessary to support this;  
(Paragraphs 11, 31, 35, 137)
- c) continue the current procedures for promoting good attendance, taking increased action, including the involvement of community leaders, to make parents aware of the restrictions on their children's learning caused by extended holidays;  
(Paragraph 55)
- d) ensure that there are effective whole school procedures for the assessment of pupils' attainment, and monitoring of their progress, in all subjects at Key Stages 1 and 2;  
(Paragraphs 47, 50, 115, 121, 126, 130, 135, 140, 149, 153)
- e) strengthen the leadership and management of the school by:
  - clearly defining the roles and responsibilities of all staff with leadership and management roles, making job descriptions specific, and ensuring that the necessary support is given for them to effectively lead and manage their areas;
  - increasing the involvement of the governing body in the strategic management of the school;
  - taking greater account of the resourcing needs of the school in the financial planning process; and  
(Paragraphs 65, 66, 68, 70, 75, 77, 101, 108, 115, 121, 126, 135, 140, 144, 153)
- f) ensure that all statutory requirements are met in respect of information technology, collective worship, and the content of the school prospectus and governors' annual

report to parents.  
(Paragraphs 33, 43, 59, 60, 69, 121)

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

- there are too few opportunities for children under five to learn through exploration or to initiate activities. There is no provision for outdoor play in the reception class;  
(Paragraphs 13, 29, 34, 76, 81, 83, 87, 89, 91, 93)
- curriculum planning does not support the consistent development of knowledge, understanding and skills in subjects other than English, mathematics and science at Key Stages 1 and 2;  
(Paragraphs 36, 121, 140, 144)
- corridor areas and some classrooms are uncomfortably cold at times. Toilet facilities are unpleasant and unhygienic especially for Key Stage 1 pupils;  
(Paragraphs 53, 76)
- the nursery area needs attention to ensure that children are provided with a clean, tidy and stimulating environment.  
(Paragraph 76)

The school already has plans for the improvement of resources in information technology, and training for teachers in this area.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	44

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	40	45	7	1	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	335
Number of full-time pupils eligible for free school meals	0	96

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	5
Number of pupils on the school's special educational needs register	2	88

English as an additional language	No of pupils
Number of pupils with English as an additional language	71

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	38

### Attendance

#### Authorised absence

	%
School data	6.8
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.5
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	15	24	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	19	19	20
	Total	31	33	34
Percentage of pupils at NC level 2 or above	School	79 (79)	85 (84)	87 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	19	20	19
	Total	33	34	33
Percentage of pupils at NC level 2 or above	School	85 (86)	87 (91)	85 (84)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	20	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	17
	Girls	16	16	18
	Total	26	28	35
Percentage of pupils at NC level 4 or above	School	62 (44)	67 (41)	83 (45)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	15	19
	Girls	16	16	18
	Total	26	31	37
Percentage of pupils at NC level 4 or above	School	62 (52)	74 (53)	88 (57)
	National	68 (65)	69 (65)	75 (71)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	10
Black – African heritage	0
Black – other	0
Indian	53
Pakistani	14
Bangladeshi	0
Chinese	0
White	180
Any other minority ethnic group	32

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	1
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.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	17.2
Number of pupils per qualified teacher	20.8
Average class size	24

#### **Education support staff: YR – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	258

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	2
Total aggregate hours worked per week	50

Number of pupils per FTE adult	19.6
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
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	£
Total income	618,310
Total expenditure	614,975
Expenditure per pupil	1,741
Balance brought forward from previous year	10,733
Balance carried forward to next year	14,068

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	379
Number of questionnaires returned	117

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	27	6	1	1
My child is making good progress in school.	56	37	4	2	1
Behaviour in the school is good.	44	44	8	3	1
My child gets the right amount of work to do at home.	44	29	18	6	2
The teaching is good.	59	33	3	3	1
I am kept well informed about how my child is getting on.	39	44	16	1	0
I would feel comfortable about approaching the school with questions or a problem.	62	29	6	2	1
The school expects my child to work hard and achieve his or her best.	62	29	5	0	3
The school works closely with parents.	45	37	13	2	3
The school is well led and managed.	56	31	8	2	3
The school is helping my child become mature and responsible.	50	34	10	3	2
The school provides an interesting range of activities outside lessons.	31	38	17	7	6

31 per cent of questionnaires sent out were returned.

Due to rounding of percentages of responses in each category, the total percentage response for each question may not total 100 exactly.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE**

## **CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

79. Children enter the nursery at the beginning of the autumn following their third birthday and attend part-time for either mornings or afternoons. Admission to the reception year is in the September of the school year in which children will be five. At the time of the inspection, there were 44 children in the nursery, 23 boys and 21 girls. In the reception year, there were 33 children under five, 20 boys and 13 girls. Two children in the nursery are hearing impaired and have statements of special educational need. A further 16 children in the reception classes are identified as having special educational needs. There are 4 children in the nursery and 10 in the reception classes with English as an additional language.
80. On entry to the nursery, children's attainment is below average in all areas of learning. While in the nursery, they make good gains in their listening skills and in their personal, social and physical development. Achievements in all other areas are satisfactory. Attainment is below average when children enter the reception year. Listening skills are of the expected standard, although speaking, reading and writing skills are lower. In mathematics, children's number work is of a higher standard than expected; in shape, space and measure it is in line with expected standards, although in the use and application of mathematics it is well below average. This picture of mathematical attainment is also evident when the children enter the nursery. Standards of personal and social development are high and they are as expected in physical development. Children's knowledge and understanding of the world are low, as is their creative development. While in the reception year, children make good progress in listening skills and in personal and social development. Satisfactory gains are made in all other areas. By the age of five, children exceed the Desirable Learning Outcomes in personal and social development and meet them in physical development. Although listening skills are good and there continue to be strengths in mathematics, children do not achieve the Desirable Learning Outcomes in language and literacy, mathematics, knowledge and understanding of the world or creative development.
81. Only about half the reception children transfer directly from the school nursery. Most of the others have attended one of a wide range of nurseries or playgroups, but a few have no pre-school experience. This restricts the linking of curriculum planning between the nursery and reception classes. The nursery accommodation has recently been refurbished. There are insufficient resources for learning through exploration and imaginative play, or for literacy and mathematics. There are no interactive displays and few displays at the right height for children. The curriculum in the reception classes is more appropriate than at the time of the last inspection, but children still have no opportunity for outdoor play. Although children make satisfactory progress during their under fives education, their achievements are limited by the weaknesses in accommodation and resources.

### **Personal and social development**

82. By the age of five, many children exceed the Desirable Learning Outcomes in this area. They play well alongside each other and together and have good relationships with adults. They are aware of the needs of others and take turns, sharing toys and equipment fairly. They respond positively to the routines established in the nursery and reception classes. They have good concentration, co-operate well and persevere

with activities. Children are patient and tolerant and this is demonstrated when they are at play.

83. The quality of teaching is good in the nursery and reception classes and supports children in making consistently good gains in their learning. Teachers, well supported by nursery nurses, are skilled in creating a family atmosphere, where all children feel valued and secure. Consistent social training results in a high standard of behaviour and is effective in developing consideration for others. This supportive atmosphere enables all children, including those with special educational needs or for whom English is an additional language, to be happy, confident and receptive to learning. Smiles, praise and reward stickers encourage children to try their best, as when learning to put on coats and do up zips, or when helping each other tidy up at the end of the session. Teachers successfully encourage children to respect their environment and to handle books and equipment carefully. While social skills are well developed, teachers are insufficiently aware of the need to encourage children's independence and capacity to learn through exploration. There are too few opportunities for children to exercise choice and make decisions. In the reception classes, children do not have enough planned opportunities to interact and extend learning through imaginative play, or to make considered choices in their work. This restricts learning in initiating ideas; making considered choices and solving simple practical problems.

### **Language and literacy**

84. Many children do not reach the Desirable Learning Outcomes in all aspects until well after their fifth birthday. By the age of five, children's listening skills are above average and this supports their learning effectively in all curriculum areas. They listen carefully to stories, for example, and are keen to anticipate what will happen next. Speaking skills are less well developed than is normally expected and many children do not naturally speak in sentences. Most have a limited knowledge of letter sounds for their age and this slows progress in reading. Higher attaining children read simple texts confidently and are beginning to use their knowledge of letter sounds to help with both reading and writing. Children write their names and copy words with appropriate use of upper and lower case letters.
85. The quality of teaching is satisfactory in the nursery and reception classes and supports children in making appropriate gains in their learning. Teachers in the nursery and reception classes emphasise the importance of correct letter formation. Reading diaries show a very supportive dialogue between home and school. Well-planned class teaching holds children's interest and is effective in developing their listening skills. All adults are very good storytellers, using resources effectively to add interest and excitement. In telling the story of 'The blue balloon', for example, the use of a real balloon and a discussion of its properties enhanced children's learning. Knowledge and understanding of letter sounds is less well taught by most teachers, as is the use of these to encourage independence in reading and writing. Literacy skills are promoted well in other areas of learning, for example in mathematics, with the reading and writing of words such as 'tall' and 'taller'. Children in the early stages of English language acquisition make good progress as their needs are considered in all activities and adults are very aware of their stage of development. Children with special educational needs make satisfactory gains in their learning and teachers ensure that the targets in individual education plans are fully addressed.

### **Mathematics**

86. Most children do not achieve all aspects of the Desirable Learning Outcomes until well after their fifth birthday. Children's attainment in number is above average, with most children able to point and count to numbers higher than ten and recognising numerals to ten. Most understand the concept of 'more than'. Understanding of shape and space is as expected by the age of five. Most children recognise circles, squares and triangles and can complete a repeating pattern of shape and colour. They can tell if one child is taller than another and use a see saw to find children heavier than themselves. Attainment in using and applying mathematics is well below the expected standards.
87. The quality of teaching is satisfactory and enables children to develop knowledge, skills and understanding at a satisfactory pace. All teachers are skilled at teaching number to a class of children with a wide range of prior attainment. They competently target questions to assess understanding and to challenge thinking. Lessons proceed at a brisk pace, with well established routines and games that the children look forward to and enjoy. Snowmen pictures with coat buttons were used well in the nursery to assess children in counting to five. In a very good reception class lesson, resources such as number lines were used very effectively to focus children's attention and assess their understanding. In this lesson, the very effective teaching resulted in children being busy and engaged in practical activities for the whole lesson, making good gains in learning. In the same lesson, group activities were very well planned so that children had work at the right level to stimulate and challenge their thinking. In many lessons, however, there are too few opportunities and insufficient resources for children to explore and experiment in play situations and to develop their mathematical thinking through talk. Most teachers are good at explaining how to do activities, but not so skilled at encouraging the children to question and respond to problems designed to extend their thinking and reasoning.

### **Knowledge and understanding of the world**

88. Many children do not achieve the Desirable Learning Outcomes until after their fifth birthday. Although children are keen to learn, many are not naturally curious, asking fewer questions than is normally expected. By the age of five, when using the computer, many use the mouse with confidence to move objects round the screen for different purposes, including the use of an art program to generate self-portraits. Children know that it is important to dress up for cold weather and recognise colours such as blue, green and red. They understand something of their bodies, knowing that they have two lungs which are used for breathing. They are aware that balloons can be blown up, that feathers and paper can be blown, but that more solid and heavier objects cannot be blown. Children's knowledge and understanding of the wider world is more restricted than is normally expected by the age of five.
89. The quality of teaching is satisfactory, promoting satisfactory learning. Teachers plan exciting experiences to develop understanding and language in many areas, for example, in helping nursery children to make 'bird cake'. The interest and enthusiasm of the children and the well planned lessons promote learning at a satisfactory pace. Skills of cutting, joining and fixing are taught effectively, but teachers provide too few opportunities for children to explore and select materials and equipment. There is too little provision for children to develop these skills for purposes that they have chosen themselves. There is no 'discovery table' in the nursery and few interactive displays through which children can explore materials and their properties, and learn for themselves about the man-made or natural world. As a result of these weaknesses, the children become too reliant on adult input, their capacity for independent learning

being insufficiently promoted. While there is a computer and some software in each classroom, two of the computers are old and prone to break down. Nevertheless, more use could be made by teachers of the existing equipment, particularly to develop early reading skills and to support writing.

### **Physical development**

90. Most children's physical skills are developed to the level expected by the age of five, and they achieve the Desirable Learning Outcomes in this area. Children throw, catch and kick balls with the skills normally found by the age of five. They move freely round the hall without bumping and demonstrate emotions through their body language in response to changes in music. They are confident and aware of others as they move about their classrooms and the school.
91. The quality of teaching is good in the nursery and satisfactory in the reception classes. This means that skills are developed well in the nursery and built on satisfactorily in the reception classes. Children in the nursery have daily access to a small outdoor area and a weekly lesson in the school hall. Outdoor play is planned carefully to make the most of the small space by rotating the use of the equipment available. As a result, children make steady progress in physical skills and co-operative play. There is no outdoor play timetabled for children in the reception classes and lessons in the hall are closely directed by the teacher. These young children are missing opportunities to extend their learning through regular exploration, including balancing and climbing, and the practice of skills using a range of small apparatus. As not all the reception children have attended the nursery, not all have had previous experience of controlling wheeled vehicles in a group play situation. The lack of such provision for reception class children leaves a gap in their learning experience.

### **Creative development**

92. By the age of five, many children have not achieved the Desirable Learning Outcomes in this area. They have a repertoire of favourite songs that they sing in tune, and many play percussion instruments in time to the music. With support, children reproduce and adapt teachers' ideas, such as shadow puppets of 'Mr Men' in one reception class. Children have experience of a range of materials in controlled situations, such as lower attaining children printing with thick paint and using balloons filled with air or water to reinforce the concepts of heavy and light. Much work on display is of a good standard in the nursery and reception classes, but it all shows the teacher's influence too clearly. Children do not have the expected competence in expressing their own ideas imaginatively.
93. The quality of teaching is satisfactory and promotes satisfactory learning in the activities undertaken. Too few opportunities are provided, however, for exploration through handling a range of materials and through imaginative play, and many children are missing out on an important aspect of their education. Apart from snowmen models made in the nursery, no malleable materials were seen during the inspection and no opportunities were provided for creative constructions from wood or recyclable materials. Children in the nursery have the opportunity to paint freely, but this is not available in the reception classes. The nursery teachers have not had training in helping children to learn through independent exploration and are too ready to introduce their own ideas, rather than to develop those of the children. There are insufficient resources and the accommodation is not used creatively to give the children sufficient choice of activity. Insufficient time is allocated for children to initiate

activities.

## ENGLISH

94. In the end of Key Stage 2 National Curriculum tests in 1999, the average of all levels achieved shows pupils' performance as below the national average. The percentage of pupils reaching the national standard, Level 4 or above, was below the national average. The percentage reaching the higher level, Level 5, was close to the national average. When compared with the results achieved in schools with pupils from similar backgrounds, pupils' performance was broadly average. The 1999 results show an improvement over those for 1998 and there has been improvement over the past four years in line with the national trend. Over this period, there has been little discernible difference in the performance of girls and boys. In the end of Key Stage 1 National Curriculum tests in 1999, pupils' performance was in line with the national average in reading and well above in writing, on the basis of the average of all the levels achieved. The percentage of pupils reaching the national standard, Level 2 or above, was below the national average in reading, but close to it in writing. The percentage of pupils reaching the higher Level 3 was well above the national average in both areas. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance in 1999 was well above average in both reading and writing. Over the past four years there has been a clear trend of improvement in standards at the end of Key Stage 1. Girls have performed better than boys over this period in writing, but there has been little difference in reading. Teacher assessments in 1999 showed a slightly more favourable picture than the tests in Key Stage 2 and a similar picture to the tests at Key Stage 1.
95. The evidence of pupils' school work shows the present Year 6 as below average and those in Year 2 as average in all aspects of English. There is a high proportion of pupils with special educational needs in the present Year 6, with many pupils needing support with language and literacy. The percentage of pupils with special educational needs is also higher in Year 2 than in the year group that took the tests in 1999. This results in the standards of written work seen at the end of Key Stage 1 being lower than that evident in the test results. The judgements on standards that follow relate to the work of pupils presently at the end of each key stage. Even though standards are low at the end of Key Stage 2, pupils do make satisfactory progress across the key stage, with good progress in some lessons in Years 3 and 4. Progress at Key Stage 1 is good as a direct consequence of good teaching.
96. Pupils' speaking and listening skills are average at the end of Key Stage 1. At the end of Key Stage 2, speaking skills are below average, but listening skills are average. By the end of Key Stage 1, pupils listen attentively to their teachers and to one another. They answer questions sensibly and thoughtfully and share ideas very readily in class discussions, such as when talking about holidays. Pupils at the end of Key Stage 2 answer questions clearly and talk briefly in class about their work. They do not participate in sustained discussion at the level expected because they have too few opportunities to do so. Listening skills are better developed and pupils listen attentively and politely to adults and to one another.
97. By the end of Key Stage 1, most pupils' reading skills are above average, but they are below at the end of Key Stage 2. By the end of Key Stage 1, higher attaining pupils have mastered a range of strategies for reading and they read accurately and with expression. All make good use of their knowledge of phonics as they read their books and study the shared texts used in the literacy hour. They recall and recount what

happened previously in a story and often predict what will happen next. Nearly all have favourite stories and authors. Pupils at the end of Key Stage 2 have good understanding of the main points of stories and most identify favourite characters and say why they like them. All pupils questioned could explain how they would locate reference books in the school library and they have a satisfactory understanding of the use of indexes and contents tables. They do not use the library to engage in their own personal research and their skills in using books for research are less well developed than is normally expected.

98. Pupils' attainment in writing is in line with national expectations at the end of Key Stage 1, but it is below at the end of Key Stage 2. By the end of Key Stage 1, pupils write for a suitable range of purposes. They compose their own stories, recall those they have heard, such as the Nativity or the story of Rama and Sita, review books read and write descriptions of visits to places such as the local fire station. Their writing is usually organised and clear and the higher attaining writers produce stories which are of a good length, sometimes with exciting action and a satisfying ending. Most pupils use basic punctuation confidently and present their work well with clearly formed handwriting. By the end of Key Stage 2, pupils have a satisfactory understanding of basic grammar, including the different tenses, and use the structures of standard English. Pupils plan stories with attention to characters, development of plot and ending but there is too little extended writing where pupils have drafted and re-drafted the piece. Skills are lower than expected in refining, and sometimes re-shaping, writing to ensure that there is clarity for the reader. Pupils write in different forms for different subjects, such as the correct format for writing up a science experiment. Their work is often neatly presented.
99. The quality of teaching in Key Stage 1 is good and this is an improvement since the last inspection when it was reported as being satisfactory. In Key Stage 2, the quality of teaching is satisfactory with some good teaching in Years 3 and 4. All teachers have good subject knowledge. Basic skills are taught properly by all teachers and this is done especially well in Key Stage 1. Particular strengths of the teaching are the planning of work, which is good in all classes, and teachers' management of pupils, which is very good. These are significant factors in gaining a very positive response from pupils, including high levels of involvement in their work and sustained concentration, and achieving very good behaviour. These features of teaching ensure that pupils' learning is effective. At Key Stage 1, the whole-class sessions at the beginning of the literacy hour lessons are particularly well taught, with teachers making the introduction to the work enjoyable for the pupils, helping them to recall previous work done and setting the scene for the work to come. By detailed questioning, teachers assess their pupils' understanding well. These specific aspects of teaching promote a good quality of learning. Throughout the school, pupils respond with enjoyment to the teaching and are keen to do their best.
100. Teachers have been considering how to mark pupils' work so that it tells individual pupils what they have done well and what still needs to improve. Some good examples of this kind of informative marking were seen which helps pupils to learn, but it is not used consistently. The lack of opportunities for sustained discussion, or for research with books, limits pupils' learning. Computers are not used to support research or for drafting and redrafting writing, their use being limited to word processing. This results in some missed opportunities for the development of pupils' literacy skills in subjects such as geography and history. This restricts pupils' learning. Pupils with special educational needs are supported to make satisfactory progress. The progress of those who are learning English as an additional language is good

because of good recognition of their specific needs by teachers and support staff. Teachers ensure that language and literacy skills are developed effectively through subjects other than English.

101. The co-ordinator has managed the introduction of the National Literacy Strategy well and the school has devised an interesting programme of work for the pupils. Information about the attainment of pupils in reading and writing in all age groups is collected every year and results in personal targets being set for pupils and predictions being made about pupils' likely levels of attainment by the end of the key stage. This supports teachers in providing appropriate challenge for pupils and identifying where extra help is needed. The co-ordinator takes part in this and samples pupils' work, but does not have opportunities to monitor the teaching and learning of English in classes across the school. This lack of involvement in monitoring limits the extent to which she is able to develop the provision. There are sufficient resources, but the ratio of books to pupils is low. The limited range of books, particularly fiction, restricts the learning opportunities provided.

## **MATHEMATICS**

102. An average of all the levels achieved in the end of Key Stage 2 National Curriculum tests in 1999, shows pupils' performance as below the national average. The percentage of pupils reaching the national standard, Level 4 or above, was below the national average, as was the percentage reaching the higher Level 5. There was an increase in the percentage of pupils reaching Level 4, compared with the previous year, as a consequence of the school's targeted action to improve mathematics results. In the 1999 Key Stage 1 National Curriculum tests, pupils' performance was well above the national average. The percentage of pupils reaching the national standard, Level 2 or above, was close to the national average. The percentage of pupils reaching the higher Level 3 was very high in comparison with the national average. Taking the last 4 years from 1996 to 1999 together, there is a clear trend of improvement in pupils' performances in Key Stage 1. In Key Stage 2, the school's average point score is improving in line with the national trend. Over this period there has been little discernible difference in the performance of boys and girls at Key Stage 2, although girls have performed better than boys at Key Stage 1. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance in the tests at the end of Key Stage 1 was very high and it was broadly average at the end of Key Stage 2. Teacher assessments in 1999 showed a fairly similar picture to the tests at Key Stage 1 and a slightly more favourable picture at Key Stage 2.
103. The evidence of pupils' school work shows the present Year 6, which has more than a third of pupils with special educational needs, as performing at a below average standard. Year 2 pupils are performing at an above average standard. Although above average, this is a lower standard than that shown in the 1999 tests, due to the present Year 2 having a higher percentage of pupils with special educational needs.
104. By the end of Key Stage 1, pupils add and subtract confidently, with higher attaining pupils competently using two digit numbers. Pupils measure length with an acceptable degree of accuracy, using standard and non-standard units. Most recognise and identify the properties of two and three-dimensional shapes. They have a good understanding of time, using analogue clocks, and a basic understanding of simple fractions. Skills in simple data collection and analysis are effective.

105. By the end of Key Stage 2, pupils have extended their knowledge of number, measurements and shape and are developing their data handling skills. Pupils' skills in mental arithmetic have improved since the introduction of the National Numeracy Strategy, but many do not know number facts by heart. They use a secure range of mental and written methods of computation, using the four rules of number, and are sufficiently aware of place value. Lower attaining pupils, however, find difficulty adding and subtracting two digits mentally. Most pupils recognise geometric shapes and higher attaining pupils name angles in congruent quadrilaterals and triangles. They have a good knowledge of shape and symmetry and explore rotational symmetry to create designs of regular shapes. Most pupils use two figure co-ordinates with confidence, but have not extended their knowledge to using three and four figure co-ordinates.
106. The quality of teaching at Key Stage 1 is good, with some very good teaching in one Year 2 class. This is an improvement since the last inspection when the overall quality of teaching at Key Stage 1 was satisfactory. Effective teaching ensures that pupils make good progress in their learning in mathematics lessons. Teachers have good subject knowledge and manage their pupils very well with high expectations of work and behaviour. Lessons are planned well and basic skills are taught effectively based on the National Numeracy Strategy. This ensures that the work is well matched to the needs of individual pupils and has a positive impact on the learning of all pupils, including those with English as an additional language, special educational needs and higher attaining pupils. Learning is effective because pupils are very well motivated and challenged by the tasks teachers prepare. Key Stage 1 pupils have very positive attitudes towards mathematics, make considerable efforts and are keen to succeed. They are very willing to answer questions and enjoy practical activities where they often support each other in their learning. Teachers mark pupils' work regularly with evaluative comments to support their learning. Classroom assistants are well deployed, helping pupils with special educational needs or English as an additional language to make good progress with their learning.
107. The quality of teaching in Key Stage 2 is satisfactory overall. It is at least satisfactory in over three-quarters of lessons, including good teaching in a third of lessons. There is unsatisfactory teaching in just under a quarter of lessons. The good and unsatisfactory teaching is scattered through the key stage. The quality of learning in individual lessons varies in direct relation to the differences in the quality of teaching. As pupils move through the key stage, teaching supports them in making satisfactory overall gains in their learning. Learning is most successful in lessons where planning is clear, tasks are purposeful for pupils of all levels of prior attainment and the pace of the lesson is brisk. Where teaching and learning are unsatisfactory, teachers lack subject knowledge and confidence, expectations are too low, pupils are insufficiently challenged, the pace of lesson is too slow, and there is an over-dependence on using work sheets. Standards of behaviour are high in lessons, as a result of very effective management of pupils. Homework is regularly set for pupils in Key Stage 2 and is beginning to have a positive effect in pupils' learning of multiplication tables. Insufficient opportunities are provided for pupils to apply skills and knowledge to problem-solving activities and this restricts their learning in this aspect of mathematics. Individual education plans for pupils with special educational needs are insufficiently focused to provide clear targets for their learning.
108. Assessment procedures have recently been introduced to identify key objectives. It is too early, however, for the information gathered to be used consistently and systematically to plan teaching. Although the school has a portfolio of pupils' work, it is

not annotated at different levels of attainment to help teachers in providing consistent judgements. It contains insufficient examples of the use and application of mathematics, an area in which teaching is least effective at Key Stage 2. The need for assessment procedures was identified at the time of the last inspection. The co-ordinator has played an effective role in the implementation of the National Numeracy Strategy. There are no opportunities for him to monitor the teaching and learning of pupils in lessons and this limits the effectiveness of the leadership of the subject. This was identified as a weakness at the time of the last inspection and progress in rectifying it is unsatisfactory. Numeracy skills are promoted effectively in other subjects, such as science and design and technology, and this is an improvement since the last inspection. Insufficient use is made of information technology to support pupils' learning. Resources are unsatisfactory which has a negative impact on pupils' learning, particularly those pupils with special educational needs. This weakness was not apparent at the time of the last inspection.

## SCIENCE

109. An average of all the levels achieved shows pupils' results in the 1999 end of Key Stage 2 National Curriculum tests as broadly in line with the national average. The percentage of pupils reaching the national standard, Level 4 or above, was close to the national average, as was the percentage reaching the higher Level 5. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance was well above average. The attainment of boys and girls was broadly similar. The 1999 test results at Key Stage 2 show a significant improvement over those achieved in 1998. In the 1999 National Curriculum teacher assessments at the end of Key Stage 1, the percentage of pupils reaching the national standard, Level 2 or above, was below the national average. The percentage reaching the higher Level 3 was well above the national average. In comparison with the results achieved in schools with pupils from similar backgrounds, the percentage of pupils reaching Level 2 was broadly average and the percentage reaching Level 3 was very high.
110. The evidence of pupils' school work shows that the present Years 2 and 6 are working at an average standard at both key stages. The standards achieved at the time of the last inspection have been maintained and the work in practical and investigative science, especially at Key Stage 2, has shown a significant improvement.
111. By the end of Key Stage 1, most pupils successfully name the main external features of both the human body and a flowering plant and identify the items needed to sustain life. Pupils know that food is needed for activity and explain what constitutes a healthy diet. Pupils recognise and name common materials, such as metal, plastic and wood, and they know that some are man-made while others are natural. Pupils explain confidently the role of batteries, wires and bulbs in making an electric circuit and know that a circuit will not work if it has a break in it. Pupils know that pushes and pulls are examples of forces, and that twisting, squeezing and folding are forces that can change the shape of objects. Pupils are confident in explaining that light comes from a variety of sources, including the sun, and know that light can be seen when it enters the eye. Pupils successfully undertake experiments on many aspects of their work, for example, when testing the effect of different slopes, on speeding up and slowing down vehicles.
112. By the end of Key Stage 2, most pupils recognise that there are a great variety of living things and understand that different organisms are found in different habitats. They explain clearly what constitutes a food chain. Pupils successfully describe and

name a variety of materials, know that some are magnetic and confidently describe the difference between solids, liquids and gases. Pupils understand some of the changes that take place when materials are heated or cooled and know that some changes are reversible, while others are not. They know that materials can be made into mixtures, and explain how they can be separated through processes such as filtration. They know that objects have weight because of gravity and that objects weigh less in a liquid because of the up-thrust of the liquid. Pupils know that a complete circuit is needed to make electrical devices work and that those devices can be controlled by a switch. Pupils know an object vibrating causes that sound and understand how the pitch and loudness of sound can be changed. They make careful predictions, observations and records as part of their investigative work and clearly understand the concept of a fair test.

113. The quality of teaching is good at Key Stage 1 and is satisfactory overall at Key Stage 2, with examples of good teaching in Year 3 and Year 6. Lessons are well planned, with teachers throughout the school making particularly good use of practical activities. Teachers have satisfactory subject knowledge and usually provide clear instructions and helpful demonstrations of practical work. Teachers at Key Stage 1 have high expectations of the pupils' performance supporting all, including those with special educational needs or English as an additional language, to make good progress through the key stage. At Key Stage 2, teachers' instructions to pupils are occasionally unclear and, on other occasions, the attention of a small minority of pupils is not always maintained. Most pupils, however, maintain their interest in the activities and make satisfactory gains in knowledge and understanding.
114. Teachers are enthusiastic towards science and, through the provision of a range of practical activities, pupils are enthusiastic also. As a result, they work hard and are keen to find answers to the problems set. Teachers provide much help and well directed support, with gaps in pupils' knowledge and understanding identified and appropriate advice provided. Pupils' behaviour is very good.
115. The school utilises the Quality and Curriculum Authority's document as its scheme of work and this is playing an effective part in helping to raise standards. There are two teachers who jointly co-ordinate science. They receive plans of the work being undertaken throughout the school, but have little opportunity to monitor pupils' learning, even though this was reported as taking place at the time of the last inspection. Assessment opportunities are listed in planning, but little information is consistently recorded and it is not used to help plan work for individual pupils. A portfolio of levelled and annotated work, from each year group, has recently been assembled to help teachers be consistent in their own assessments. The written work undertaken by pupils, especially that relating to reporting on practical activities, successfully supports the school's literacy initiative. Counting and measuring activities support work in numeracy.

#### **INFORMATION TECHNOLOGY**

116. Only one direct teaching lesson was timetabled during the week of inspection. Evidence of standards and provision is largely drawn from a scrutiny of pupils' work, discussions with teachers and pupils and an inspection of teachers' planning.
117. Pupils' attainment in information technology is below the national expectation at the end of Key Stage 2. Standards are below average because resources are poor, pupils' experiences are too narrow and there are weaknesses in teaching. Standards at the time of the last inspection were reported as being average, which suggests that

they have declined. Attainment at the end of Key Stage 1 is in line with the nationally expected levels.

118. By the end of Key Stage 1, pupils load programs with the help of adults and use them with an appropriate level of independence. They use the mouse and basic keyboard for simple word processing skills, using a dictionary program for example. Most pupils confidently use a word processor to write stories about their Jack Frost pictures or to record a visit to the farm. Special educational needs pupils use the enter key and mouse to count objects to support their learning in mathematics. Most pupils, with adult help, use a graphics program to create a picture using the mouse. Higher attaining pupils change the font and use full stops and capital letters appropriately.
119. By the end of Key Stage 2, pupils do not have sufficient competence and experience in using equipment for control technology or in modelling. They do not use the appropriate equipment for measuring temperature or sound to support their learning in science. Pupils use search facilities to access information in a multimedia encyclopaedia, but they do not work with the expected level of independence in using computers for personal research or independent study. Many pupils change print size, font and colour, and print text and photographs to provide information about themselves. They produce their own labels for displays. Word processing is insufficiently developed, however, and pupils have limited experience of using more advanced editing features in their own work. Pupils do not have the expected skills for data handling and using databases to extend their skills in mathematics.
120. The quality of teaching and learning at Key Stage 1 is satisfactory. Where teachers have good subject knowledge and confidence in information technology, pupils make good progress in their learning. Learning is restricted where teachers lack understanding and rely on more able pupils sharing their expertise with other pupils, as was observed in one Year 2 class. At Key Stage 2, teaching is unsatisfactory due to a lack of confidence on the part of many teachers. Some do not have the necessary subject knowledge to provide pupils with suitably challenging activities. This is compounded by lack of necessary resources. Pupils, including those with special educational needs and those pupils with English as an additional language, make unsatisfactory progress in learning as they move through the key stage. The lack of teachers' involvement when computers are used by pupils in pairs or individually restricts pupils' learning.
121. The resourcing of information technology is poor and results in statutory requirements not being met for the delivery of the National Curriculum programmes of study. It also means that information technology in other subjects is not developed. Many computers are outdated and unreliable which has an adverse effect on pupils' learning. A commercial scheme of work has recently been introduced but currently is not used effectively to develop pupils' skills. There is too little detail in teachers' planning on what skills, knowledge and understanding will be taught. There are no procedures for the systematic assessment of pupils' skills, knowledge and understanding. The co-ordinator has no opportunity to monitor the teaching and learning of pupils. The school has rightly identified, in the school development plan, the need for the subject to be developed and provision improved. Nevertheless, the weaknesses in this area severely restrict pupils' learning.

## **RELIGIOUS EDUCATION**

122. During the inspection, no lessons were seen at Key Stage 1. Judgements are based

on evidence drawn from studying teachers' plans, examining samples of work and talking to teachers and pupils. At the end of both key stages, standards of attainment are in line with the expectations of the locally agreed syllabus. The standards achieved at the time of the last inspection have been maintained.

123. By the end of Key Stage 1, pupils are familiar with all the major world faiths, including the Christian, Hindu, Muslim and Sikh faiths. They know some of the stories of famous figures from each religion, such as Jesus, Rama and Sita, Muhammed and Guru Nanak. They are aware that symbolism plays an important part in religion, such as light being a symbol of good. In the story of Noah's Ark, for example, they understand the symbolism of the rainbow. Pupils understand that religions have various ceremonies and special occasions and they know, for example, the importance of Eid to Muslims and Christmas to Christians. Pupils know that different religions have their own religious buildings and they describe some of the internal features of, for example, the Church and the Gurdwara. Pupils understand the need to belong to a variety of groups and recognise, in particular, the importance of their own family and friends. Pupils are aware of the need for caring, both for people and the environment.
124. By the end of Key Stage 2, pupils know a range of stories from the world faiths. They confidently identify and discuss similarities and differences between religions, such as in clothing, food and ceremonies. Pupils name the various religious buildings, such as churches, mosques, temples and synagogues, and confidently identify some of the requirements for entering religious buildings, such as removing shoes or covering one's head. Pupils know that all religions have distinctive traditions and life-styles and, for example, pupils can identify the importance of the 5 K's to Sikhs and the Five Pillars of Faith to Muslims. Pupils are aware that family and community life is ruled by codes of conduct. They are confident in discussing a variety of issues, such as what constitutes a wonderful world, and why God allows suffering. Pupils, at both key stages, understand the need to be tolerant of other people's dress, lifestyle and ritual.
125. Although no lessons were seen at Key Stage 1, the evidence provided in planning and pupils' work shows that teaching is satisfactory. Teaching at Key Stage 2 is satisfactory and in a lesson seen in Year 3 it was good. Lessons are well planned, and thought-provoking and challenging ideas are often presented to pupils. Teachers have good subject knowledge and, through clear instruction and a sound use of questioning, pupils, including those with special educational needs and those with English as an additional language, are enabled to make satisfactory gains in their knowledge and understanding. Occasionally, teachers do not use questioning to keep the attention of all their pupils, concentrating instead on those who are keen to answer. This results in missed opportunities for some pupils' learning. Teachers provide a variety of activities for pupils and make good use of appropriate resources. Good use is made of visiting speakers from local faith communities to help raise pupils' understanding and awareness. As a result of the teaching, pupils find religious education interesting and many provide a variety of thoughtful answers and observations, especially when discussing their views about God or the need for rules in everyday life. Pupils are encouraged and praised for their efforts and pupils, in turn, work hard on all the activities provided. Teachers are careful to introduce pupils to all the correct terminology used in different faiths and pupils show confidence in using them. Pupils' attitudes and behaviour are good and they relate well to both their teacher and to each other as a result of effective management by the teachers.
126. The school closely follows the locally agreed syllabus, and all areas of work are suitably covered. The work undertaken strongly supports all aspects of pupils' spiritual,

moral, social and cultural development. Through the written activities provided for pupils, religious education also supports the initiative in literacy. Assessment opportunities are listed in planning, with informal assessments being made during lessons. Little information is recorded, however, and it is inadequate to help plan appropriate work for the pupils. At the time of the last inspection, it was noted that assessment of attainment and progress in religious education was underdeveloped and further work still needs to be done. The co-ordinator receives plans of the work to be covered each half term and she monitors the work through seeing samples of books. At present, however, she has no opportunity to observe teachers and pupils at work in the classrooms.

## **ART**

127. The standard of much art work is above that normally found for the age of the pupils. Key Stage 1 pupils show initiative and imagination in creating collage 'millennium bugs' using a wide range of materials, including tissue paper, leaves, cotton wool and dried lentils. Higher attaining pupils in Year 1 achieve a high standard in their close observational drawings of fruit using oil pastels, very effectively recording the shape and proportion, and showing the fruit as three-dimensional. Year 2 pupils understand the approach of Bridget Riley and successfully experiment in applying this in their own work. They print with potatoes using white paint on black fabric, make patterns with black and white paper, and draw with dark pencil. At Key Stage 2, pupils have a good understanding of the differing approaches of famous artists and use their knowledge of artists' styles effectively in their own work. Year 3 pupils do so in their pastel drawings in the style of Mary Cassatt. Year 5 pupils apply their understanding of pop art in decorating masks, showing awareness of colour and pattern. Higher attaining pupils achieve some very effective results in pencil drawings based on 'The Scream' by Edvard Munch. Year 6 pupils' designs in the style of William Morris show a well developed awareness of pattern and colour. At Key Stage 2, pupils have secure colour mixing skills, for example, creating subtle tones as they mix paints for skin colour in Year 4. High standards are achieved throughout the school in clay work in which pupils show good skills. They apply their imagination to tasks such as creating a candle holder for Diwali in Key Stage 1, or producing a decorative picture frame in Key Stage 2. Since the last inspection, standards have been maintained at Key Stage 2 and improved at Key Stage 1.
128. The quality of teaching is good at both key stages. Lessons are well prepared, with resources organised and ready in advance. Learning objectives are clearly identified and communicated to the pupils. This ensures that pupils are clear about what they should achieve in a lesson. Teachers have appropriately high expectations of the standards that all pupils are capable of attaining and provide effective support to individuals as they work. This provides encouragement and helps pupils to maintain a good level of concentration. The 'open-ended' nature of the tasks ensures that pupils of all levels of prior attainment are suitably challenged. Teachers' good knowledge of famous artists supports pupils in developing and applying their understanding in this aspect of the art curriculum. Questioning is used well to encourage pupils to reflect on their work and to decide how it might best be developed. Teachers have good relationships with their pupils and this creates the right climate for learning.
129. Learning is effective because pupils are well motivated by the tasks provided. They are interested in the artists studied because teachers present the subject matter enthusiastically. Pupils with special educational needs make good progress because teachers and support assistants are aware of their needs and provide effective

support. Pupils with English as an additional language also make good progress, in line with other pupils in the same classes. Pupils' behaviour in art lessons is consistently very good because the work is stimulating and they are very well managed. The quality of teaching and learning has improved since the last inspection at Key Stage 1 and the good features at Key Stage 2 have been maintained.

130. There is no co-ordinator for art, the post-holder having just left the school and responsibilities not having been reallocated. Art occupies a strong position in the school and contributes effectively to pupils' cultural development. There are no assessment procedures for art and the absence of these prevents teachers from focusing more closely on pupils' skill development as they move through the school. The accommodation for art is good, a room solely used for art providing a stimulating environment in addition to classroom space.

## **DESIGN AND TECHNOLOGY**

131. Only two design and technology lessons were observed. Evidence was also drawn from a scrutiny of pupils' work, looking at teachers' planning and discussions with teachers and pupils.
132. Standards of work are broadly in line with those expected for the ages of the pupils. In Year 2, pupils are starting to make wheeled vehicles. They appreciate the need for preparatory research to support their designs, and study a range of models, pictures and information from an interactive CD ROM dictionary to identify common features, such as wheels, axles and a chassis. Pupils pool information and collaborate well to build a whole class knowledge base. They cut wood accurately and glue card corners carefully to make the chassis. Pupils understand the design process, label diagrams accurately and list relevant components and materials. Previous work from Year 2 pupils shows that, although most artefacts are finished to a good standard, evaluations are weak. An evaluation for a wheeled vehicle might record that 'Dad thought it looked good' but there would be nothing to say if the vehicle actually moved, or any evaluation of its performance. The standard of evaluation is better for the older pupils, although it is still the weakest part of the 'plan, make and evaluate' process. This whole school weakness in evaluation of fitness for purpose of artefacts was identified in the last inspection report and has not been addressed. At the start of a project to design fairground models, a Year 6 class demonstrated flexibility in planning as they used a mixture of sketches and construction kits to try out initial ideas for the construction and powering of their models. 'Millennium bugs' made at home by pupils of all ages as a holiday project show ingenuity in design, the use of a wide range of materials and a good standard of presentation.
133. The quality of teaching and learning is satisfactory at both key stages and teachers ensure that pupils make satisfactory progress in lessons. Teachers plan well together in pairs to create exciting projects that capture the imagination of the pupils and build effectively on their previous learning. Otherwise good teaching is reduced in effectiveness by the lack of attention to the evaluation aspect of the design and make process and this limits the standards pupils' attain and the effectiveness of their learning in projects overall.
134. Very good teaching and learning was observed in a lesson where a fairground topic was introduced to a Year 6 class and linked effectively with learning about electrical circuits in science. Pupils were provided with a challenge in a letter, purported to have come from a fairground operator, to design fairground models for display in local

shops to promote the visit of the fair and to plan to make pizzas for a refreshment stall. The response of the pupils was excellent. They worked with enthusiasm and commitment, co-operating very well in groups to overcome problems such as the stability of structures and the powering of models. The teacher and two learning assistants were very effective in an enabling role. Skilful questioning helped to move the groups of pupils forward in their thinking, relevant materials such as motors were provided as pupils identified a need for them, and groups at a similar stage were called together to pool their thinking. Pupils with special educational needs were integrated very well in the whole class learning experience, their ideas were valued and they made very good progress.

135. Teachers do not keep records to show the development of pupils' skills and knowledge, but they do consider the previous learning experience of groups of pupils when planning. Some Year 2 pupils, for example, had previously made wheeled vehicles in a mixed age class and suitable work was given to maintain their interest and extend their learning. Teachers make individual assessments that are noted and recorded in general terms in annual reports to parents. These are too generalised to give effective support to the next teacher in the next class planning for the development of knowledge and skills. Teachers use the good expertise of the learning assistant for art and design and technology, very effectively to broaden the curriculum through small group work in food technology, and in making artefacts from clay and textiles. The subject co-ordinator gives good support to teachers in their planning of topics, but has no opportunities to monitor teaching and learning in the classroom. Resources are unsatisfactory. There are a limited variety of construction sets to give effective support to whole class projects such as the fairground topic. The limited supply of tools for woodwork prohibits the whole class teaching of skills such as rigid structures for vehicle chassis. Tools are not easily accessible because there are no well-equipped mobile trolleys to wheel into classrooms. Insufficient use is made of the new technology at Key Stage 2 and this restricts learning opportunities.

## **GEOGRAPHY**

136. Although four geography lessons were observed during the inspection, the wider evidence of geography teaching is very limited. In the main, Key Stage 2 pupils have not experienced any geography since the last school year, as the focus in the autumn term was on history, and very little work was available for scrutiny. A work sample was available for Key Stage 1.
137. The standard of much work in geography is below that normally found for the age of the pupils, with the exception of work in Year 1 and some in Year 2. Pupils in Year 1 achieve a high standard. They understand that a map is to guide someone to a destination, know what a key is and plot a route on a simple map. They make their own weather forecasts and understand that climate varies in different places and influences the types of crops that can be grown. Through their work on land and water, pupils in Year 2 are familiar with terms such as 'cliffs', 'beach' and 'hills' and colour code these on a worksheet. They record the weather for a week using symbols they have devised. Having focused on a Scottish island in a story book, pupils are aware that places differ and make some comparisons between Birmingham and a small island. They have a little awareness of how place can affect life style. They do not sufficiently understand features of the British Isles such as which country forms which part, and have too few skills in using or making simple maps and plans. Pupils in Key Stage 2 study topics such as rivers and village life in India. Many Year 5 pupils do not know which countries make up the British Isles, are unable to recognise the

shape of the British Isles, and cannot locate it on a world map. Pupils in Year 6 name some major rivers and higher attaining pupils have an understanding of the water cycle. The understanding of some average and lower attaining pupils is less secure.

138. The quality of teaching is satisfactory at Key Stage 1, although there are strengths in Year 1, where there is some very good teaching, and weaknesses in Year 2. It is unsatisfactory at Key Stage 2. Where teaching is very good in Year 1, the teacher captivates pupils' interest and involves them at a deep level of concentration through the use of imaginative teaching methods that make learning exciting. This results in pupils making very effective gains in their understanding. There is evidence of some imaginative work for Year 2 pupils. In one Year 2 lesson, however, too little account was taken of the range of needs of pupils within the class. Consequently, lower attaining pupils made unsatisfactory progress because the task was inappropriate for them and they could not do the work set. This was further compounded by these pupils not being given the necessary support and by weaknesses in resources. At Key Stage 2, there is a heavy reliance on worksheets, which prevent independent research and do not necessarily relate to pupils' prior learning. While teachers have secure subject knowledge, there is too little linking of subject matter with pupils' own experiences or situations to which they can relate. In one Year 5 lesson, the introduction to the lesson was rushed, resulting in pupils not knowing the purpose of the tasks set. At Key Stage 2 in particular, weaknesses in planning mean that teachers do not build appropriately on pupils' prior learning to consistently develop knowledge, understanding and skills over time. Although teaching was judged to be satisfactory at the last inspection, the report does make reference to some of the weaknesses such as in the use of worksheets.
139. Where teaching is unsatisfactory pupils, including those with English as an additional language, do not achieve well. Higher attaining pupils are not sufficiently challenged and those with special educational needs make unsatisfactory progress. Nevertheless, pupils maintain a satisfactory level of involvement and try to do the work set. Behaviour is consistently good in geography lessons because relationships between teachers and pupils and among pupils are very good. In the very good lesson seen in Year 1, pupils' attitudes and behaviour were excellent.
140. The geography co-ordinator has been in post since April 1999 and has reorganised the resources. She does not, however, have a clear leadership role for the subject. While she receives teachers' plans and checks that the necessary resources are in place, she does not monitor teaching or the impact of the curriculum on pupils' learning. There are no assessment procedures for geography and planning does not give a whole school overview for skills development. The geography portfolio does not include any planning for Year 4. Resources for geography are unsatisfactory. The weaknesses in the leadership, planning, assessment and resources all restrict the school's teaching of geography and limit pupils' learning as they move through the school. The need for geography provision to be monitored by the co-ordinator was also identified at the last inspection and there has been too little action on this.

## **HISTORY**

141. Only one lesson was observed in each key stage as not all classes were timetabled to have history during the inspection. Evidence was also gained from a study of pupils' work in their books and on display around the school, looking at teachers' plans and discussions with teachers and pupils.

142. Throughout the school, pupils' work in history is of the standard expected for their age. Key Stage 1 pupils compare aspects of everyday life in the past with their own lives and identify things which have changed. Pupils in Year 1 know some of the changes that have taken place in shops over time. Year 2 pupils successfully study pictures of people on holiday in different decades of the last century and give sensible reasons for placing them in order. They have the expected competence in using a source of evidence. Through this work, and through making their own personal time-lines, with date of birth and what they did at different ages, they have a sound sense of chronology. They have some knowledge about famous people, such as Guy Fawkes. Pupils in Key Stage 2 have the expected body of knowledge of different periods, such as the Anglo-Saxons, Ancient Egyptians, the 1930's and the war years in Britain. Year 6 pupils understand some features of life in Victorian times. Through studying the Tudor period, pupils place monarchs in order, considering their relationship to one another.
143. The overall quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Teachers are well organised and manage their pupils well. They have clear expectations and provide interesting activities which involve pupils, helping them to learn. In the most effective teaching, the teacher has clearly identified learning objectives and plans 'open-ended' activities which ensure that there is sufficient challenge for all pupils, including those who are higher attaining. This, together with well prepared resources, a good amount of direct teaching and effective questioning, supports pupils in learning at a good pace. In all lessons, the very good relationships between the adults and pupils, and among the pupils themselves, creates a positive climate for learning. Teachers do not, however, provide sufficient opportunities for older pupils to learn through research with books and CD ROMs. Neither are there enough opportunities for older pupils to interpret a range of evidence and give reasons for their judgements.
144. The subject has a secure place within the school's curriculum. It is effectively co-ordinated by a teacher who is very interested in the subject and who has attended recent in-service training. The co-ordinator has well considered plans for its further development. Samples of work are seen, but the co-ordinator does not have opportunities to monitor the teaching and learning of the subject in the different age groups. Teachers have been given the choice, in year groups, as to whether they follow the new national scheme of work. This means that there is no effective whole school scheme to ensure that knowledge, understanding and skills are all consistently developed as pupils move through the school.

## **MUSIC**

145. Three class lessons were observed, and also music sessions for all children from the reception classes and Key Stage 1 together, and for all pupils in Years 5 and 6. Instrumental tuition by visiting specialist teachers was observed for violin and recorder players.
146. The standard of work in music is broadly in line with that expected for the ages of the pupils. All pupils have a varied repertoire of songs that they sing in tune with good tone and diction. About half of the youngest pupils hold a part in a simple round while singing in a group with adult support. Most older pupils sing a lower part confidently in a chorus of a well known song. All pupils listen well and older pupils identify individual instruments, such as the oboe, when listening to orchestral music. They experience music from a wide range of cultures and styles and a younger pupil correctly identified

music played in assembly as African. Pupils gain in knowledge and skills as they move through the school. Pupils in Year 2 build repeating patterns by clapping two beats and then repeating their names. They confidently tap a given rhythm pattern while the teacher taps a contrasting one, switching to her pattern at a signal. Year 3 pupils include silence in their rhythm patterns and create simple scores to record short compositions built from clapped and silent beats. Year 6 pupils read a graphic score with confidence. Almost a quarter of pupils in Years 3 and 4 have recorder tuition and are learning to read music. They play with good breath control and tone. The small number of pupils having violin lessons play well for their age.

147. The overall quality of teaching and learning is satisfactory at both key stages. The quality of teaching varies according to the subject knowledge of the teachers. Teaching was very good in a singing lesson for pupils in Years 5 and 6, but it was poor in another Year 6 lesson taken by a different teacher. In the very good lesson, the teacher had very good musical knowledge and high expectations of pupils' concentration and performance. There were clear learning objectives and explanations. Demonstrations using the voice and guitar ensured that pupils knew exactly how to respond. The teacher's enthusiasm was infectious and inspired the pupils to do their best, resulting in them making good progress in their learning. In contrast, where teaching was poor in one lesson in Year 6, the teacher's expectations were too low and did not take account of pupils' prior learning. The teacher wrongly assumed that the pupils had a very limited knowledge of performing from a graphic score and many made no gains in learning during the lesson because of this. The pupils did well to maintain satisfactory behaviour in this long lesson. The teacher was following the scheme of work, but this does not clearly indicate the level at which to pitch the teaching.
148. In general, pupils look forward to music lessons and have a positive attitude to learning because they know that many will have a chance to play instruments, that their best efforts will be valued and that teachers provide an enjoyable range of activities. Pupils with special educational needs and those in the early stages of acquiring English have many opportunities to succeed within each lesson and make good gains in learning through listening, watching and performing. These lessons contribute well to the cultural development of all pupils. Teaching in most lessons ensures that pupils learn effectively.
149. There are no assessment records to help teachers plan to build on previous learning. This was a contributory factor to the teaching in the Year 6 lesson being poor. Pupils learning the violin and recorder have opportunities to play during assemblies and at end of term performances for parents. Many attend the weekly orchestra practice at an area music school. There are sufficient musical instruments, but the larger instruments, such as xylophones, are not readily accessible to staff or pupils.

## **PHYSICAL EDUCATION**

150. Standards of pupils' work are similar to those expected nationally for pupils of the same age.
151. At Key Stage 1, pupils move confidently around the hall, showing an awareness of space and other pupils. They perform the basic actions of travelling, using both hands and feet, and successfully performing a range of skips, jumps and turns. In dance, pupils successfully control their movements, showing changes in speed, direction and level, and responding appropriately to music. In Year 2, pupils successfully perform the movements of traditional dances. At Key Stage 2, pupils have the expected

games skills of throwing, catching and hitting a ball, especially those relating to tennis. They confidently take part in small sided team games. Pupils in Year 6 successfully control their dance movements as they imitate the movements of a machine. Working with other pupils, they competently plan a sequence of movements, practise and refine the sequence, and perform it to music. Pupils throughout Key Stage 2 are provided with swimming tuition for part of the year. Pupils in Year 5, for example, show confidence in the water, display appropriate swimming styles, both on front and back, and the majority of pupils swim confidently for 12 metres and beyond. By the time they reach Year 6, most pupils swim 25 metres unaided.

152. The quality of teaching at both key stages is satisfactory, with the teaching of swimming being good. Teachers plan lessons well and provide clear instruction and enthusiasm. This allows all pupils, including those with special educational needs or English as an additional language, to make satisfactory gains in their learning and good gains in swimming. All members of staff change appropriately for lessons and join in and demonstrate for pupils. They have secure subject knowledge and make suitable demands of the pupils' performance. Pupils join in well, enjoying themselves, making a good physical and creative effort and working at a brisk pace. Teachers generally show good control and management skills, although very occasionally a small number of pupils do not pay full attention, such as when they play with equipment, or start to practise movements, during periods of instruction. Teachers often take the opportunity to use pupils to demonstrate good practice, and to discuss the work being done, and these examples help pupils to make effective progress. Teachers provide help and support to pupils in all aspects of their work and, in particular, they emphasis the need for safety. In turn, pupils show good attitudes, behave well, work well alone, and with a partner or group, and carry equipment carefully and safely.
153. A scheme of work is now in place and all aspects of work are appropriately covered. This has addressed a weakness identified in the last report. Assessment is listed in teachers' planning, but the records kept are inadequate to correctly identify pupils' current standards or to assess their progress in the range of physical education skills. Activities involving counting and measuring in certain activities give appropriate support to the school's initiative in numeracy. The school makes satisfactory arrangements for the provision of extra-curricular sporting activities, mainly for older pupils. The co-ordinator receives plans of the work undertaken, but she has no opportunity to monitor the work being done.