

INSPECTION REPORT

HEATHFIELD PRIMARY SCHOOL

Heathfield Road

Birmingham

West Midlands

B19 1HJ

LEA area: Birmingham

Unique reference number: 103329

Headteacher: Mrs A Powell-Williams

Reporting inspector: Ian Nelson
2220

Dates of inspection: 27th to 30th March 2000

Inspection number: 192203

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Heathfield Road
Handsworth
Birmingham
West Midlands

Postcode: B19 1HJ

Telephone number: 0121 523 6474

Fax number: 0121 515 4413

Appropriate authority: The governing body

Name of chair of governors: Mrs M Bartley

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|----------------|----------------------|--|---|
| Ian Nelson | Registered inspector | Mathematics | What sort of school is it? |
| | | | What should the school do to improve further? How high are standards? The school's results and achievements. How well is the school led? |
| Lee Kuraishi | Lay inspector | | How well does the school care for its pupils? |
| | | | How well does the school work in partnership with parents? |
| | | | The efficiency of the school. |
| Carole Bond | Team inspector | Design and technology Religious education | How good are curricular and other opportunities? |
| Beatrice Cloke | Team inspector | English Music English as an additional language | Spiritual, moral, social and cultural development. |
| Sharon Brown | Team inspector | Areas of learning for children under five Art Physical education | Pupils' attitudes, values and personal development. |
| Joyce Cox | Team inspector | Equal opportunities Special educational needs Geography History | |
| Alan Blank | Team inspector | Science Information technology | How well are pupils' taught? |

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Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

| | |
|---|--------------------------------------|
| Number of full-time pupils | 414 from age 3 to 11 (above average) |
| Pupils with English as an additional language | 94% (very high) |
| Pupils entitled to free school meals | 64% (well above average) |
| Pupils on the register of special educational needs | 30% (above average) |

The school is a large infant and junior school with a nursery unit serving the Handsworth area of Birmingham. It draws its pupils from families from a diverse range of ethnic backgrounds. The attainment of pupils when they enter the nursery is very low as many do not speak any English. By the time they enter Key Stage 1 attainment is well below average.

HOW GOOD THE SCHOOL IS

This is a good school with some very good features. The strong and inspired leadership of the head has led to great improvements since the last inspection and the school is fully committed to continuous improvement. Standards are rising in English, mathematics and science at the end of Key Stage 2; the school performs well against schools with similar pupils. Good teaching promotes effective learning throughout the school and builds effectively upon the pupils' enthusiasm for learning. The school gives good value for money.

What the school does well

- The headteacher provides very good leadership
- The school is raising standards in English, mathematics and science faster than the national rate of improvement
- Teaching is good throughout the school and is particularly strong in the nursery and years 1 and 6
- Pupils have very good attitudes to school and behave very well in lessons and around the school
- Pupils with English as an additional language are supported very effectively which enables them to make good progress with all their learning
- Pupils with special educational needs are well supported and progress well
- The school makes very good provision for the moral, social and cultural development of its pupils

What could be improved

- Attendance levels are very low in comparison with other schools

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 very good progress since it was last inspected in January 1997. It has addressed successfully all the key issues from the previous report except for including

all the required information in the school prospectus and annual governors' report to parents. It has raised standards in English, mathematics and science at the end of Key Stage 2 and made great improvements in the support for pupils with English as additional language.

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 | A | well above average A above average B average C below average D well below average E |
| Mathematics | E | D | D | B | |
| Science | E | D | D | A | |

E indicates the bottom 5% of all schools' results nationally.*

The table shows that while standards in the latest Key Stage 2 tests were below the national average the school performed well above schools with similar pupils in English and science, and above those schools in mathematics. Standards in all three subjects have improved well over the last three years and have risen faster than the national rate of improvement. Standards in English in 1997 were in the bottom 5% of schools nationally. Inspection findings confirm rising standards in these subjects and also in information technology and art. Standards seen in English, mathematics and science were average. The inspection found that achievement in information technology, geography, history, design and technology, physical education and religious education is in line with that expected of 11 year olds and that achievement in art is good. Not enough music was seen to make overall judgements but achievement in the small amount that was seen was average. Pupils are achieving well, given the low base from which many start. The school has set realistic targets for the year 2000 of 60% gaining the expected level 4 or beyond in English and 70% doing so in mathematics based on assessment information gathered over recent years.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils have very good attitudes to school, show great enthusiasm for their work and concentrate hard in lessons. |
| Behaviour, in and out of classrooms | Pupils behave very well in lessons and around the school. |
| Personal development and relationships | Pupils get on very well with each other and with adults. They are always polite and well mannered and respond very well when given responsibilities. |
| Attendance | Attendance levels are very low compared with other schools. |

Attitudes, behaviour and relationships are strengths of the school. The school builds very effectively on the natural enthusiasm and politeness of the pupils and their capacity for hard work. Despite the school's good procedures to monitor and promote good attendance some parents have not responded and so attendance levels are still poor.

TEACHING AND LEARNING

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

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

The quality of teaching is a strength of the school and ensures that pupils learn effectively and make good progress. In 94% of lessons teaching was satisfactory or better. In 22% of lessons teaching was very good or excellent. Teaching was good or better in 70% of lessons. It was unsatisfactory in 6% of lessons seen. Teaching in English and mathematics is predominantly good. There is no unsatisfactory teaching in these two subjects. The teaching of both literacy and numeracy is good. Because the teaching is mainly good pupils learn effectively. They are given work which is hard enough for them and given appropriate levels of support to ensure that they can be successful. They learn basic English and mathematics well so that they can apply this knowledge in other subjects. The good teaching of English as an additional language to the youngest children lays excellent foundations for the rapid progress they make at Key Stage 2. Teaching of pupils with special educational needs is good and enables these pupils to learn effectively and make good progress.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good overall. The school has laid great emphasis on maintaining an appropriate balance between subjects and on equipping pupils with the basic skills they need to be successful. |
| Provision for pupils with special educational needs | Very good. Provision for pupils with special educational needs is a strength of the school. They are well supported both in lessons and in small groups outside of lessons. |
| Provision for pupils with English as an additional language | Very good. The school provides very good support for pupils with English as an additional language, which enables them to make good progress in their lessons. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. Provision for moral, social and cultural development is particularly good with plenty of opportunities for pupils to work and learn together. |
| How well the school cares for its pupils | Good. The school shows genuine care and concern for all pupils with a strong emphasis on equipping them with the skills they need to succeed. |

The school has a satisfactory partnership with parents and tries to involve them in a variety of ways but does not always meet with success and needs to keep exploring new ideas. Pupils are well cared for in a calm and orderly environment, which helps them to learn effectively. Teachers know their pupils well.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The head provides inspired leadership and senior staff have clear leadership and management roles which they fulfil well. |
| How well the governors fulfil their responsibilities | Satisfactory. The governors have a clear view of the curriculum and standards and are very committed to the school. |
| The school's evaluation of its performance | Senior management staff have a clear picture of the school's strengths and weaknesses and of what needs to be done to continue improving it. |
| The strategic use of resources | The school makes good use of its resources and provides good value for money. |

Overall the school is well led and managed. The school has enough appropriately qualified teachers and has plenty of high quality support staff who make a very good input into pupils' learning. The accommodation is adequate except for the lack of outdoor play space

for children under five and a library with enough space for pupils to undertake personal study outside the classroom. Learning resources are good in most subjects and are used effectively to support learning. The governors and senior staff have a growing awareness of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Their children like school • The school expects children to work hard and do their best • The teaching is good • The school is well led and managed • Children are making good progress at school • Behaviour in school is good | <ul style="list-style-type: none"> • Homework provision. |

The inspection team wholeheartedly endorses the parents' views of what pleases them most. Some parents want more homework for their children but not so much that it detracts from community activities like attending lessons at the Mosque. The inspection team thinks homework should be set more consistently across the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 Children enter the nursery with low levels of attainment and most have English as an additional language. They make good progress in the nursery because of the good teaching and the help they receive from bilingual support staff. However they are still well below average in most areas of learning by the time they enter Key Stage 1. They learn to listen well but most are hampered in speaking and listening by a lack of skills in English. The introduction of a modified literacy session in the reception class is having a positive impact upon children's learning. Children copy writing, as when they made cards with messages in them, and are becoming aware of phonics with a good proportion identifying some letters of the alphabet. Although a small minority of higher attaining children meet the national targets for the age group, the majority are well below expectations by the time they are five.

2 The national test results for Key Stage 1 in 1999 show standards in reading, writing and mathematics to be well below the national average but in line with those of pupils in similar schools. The teacher assessments in science showed pupils attaining standards above the national average. The proportion of pupils gaining the higher than expected level 3 in reading and mathematics was well below the national average, but in writing this was below the national average. Boys have performed better than girls in the tests over the last four years. Standards appear to be rising slightly faster than the national rate of improvement at this key stage. The inspection findings show that standards in lessons are higher than those for the tests in English and mathematics but lower than the teacher assessments in science. From the work seen during the inspection standards in English are below average and standards in mathematics and science are average by the end of Key Stage 1.

3 The Key Stage 2 national test results for 1999 show standards in English, mathematics and science to be below average. In all three subjects standards have risen over the last three years. The tests show pupils attaining standards well above those of similar schools in English and science and above similar schools in mathematics. In English the proportion of pupils gaining the higher than expected level 5 was below average while in mathematics and science the proportion was close to the average. There is little difference in the performance of boys and girls at this age. The inspection findings show standards slightly higher than those shown in the tests with pupils attaining close to the average in all three subjects. This confirms rising standards and an improvement in standards since the last inspection.

4 Pupils with special educational needs make good progress towards achieving the targets set for them. The system for identifying special learning needs early enables staff to define appropriate learning targets, especially in the key area of English. The setting arrangements for mathematics ensure that pupils work in groups with appropriate activities matched to their ability. In class, the pupils make good progress as most teachers plan suitable work.

5 Skills in speaking and listening are below average at the end of Key Stage 1 and average at the end of Key Stage 2. By the end of Key Stage 1 pupils listen attentively and their vocabulary is improving. They respond to teachers' questions and offer suggestions for alternative words to use in their writing in literacy sessions. By the age of 11 most pupils

take part in class discussions, listen well and respond with enthusiasm. They offer opinions and join in logical arguments.

6 In reading pupils attain below average standards by the end of Key Stage 1. They identify the author and title of a book and the higher attaining pupils read simple texts fluently. Average readers have a basic sight vocabulary and use their knowledge of initial sounds to help them to sound out words. The lower attaining pupils read simple sentences underneath pictures. By year 6 pupils' standards in reading are close to the average. The higher attaining pupils read with expression and enjoyment, with careful regard to structure and punctuation. They refer to the text to support their views and know how to find information in books. Average pupils have a good sight vocabulary and understanding of phonics to help them to tackle unknown words. The reading of lower attaining pupils is fluent and accurate although a little stilted at times.

7 In writing standards in year 2 are below average. The higher attaining pupils re-tell a story and write about their own experiences. They write in a variety of forms including stories, poems, lists and reports. They use simple punctuation accurately and form their handwriting well. The average pupils sometimes use full stops correctly. Their vocabulary is limited. Lower attaining pupils simply write a sentence under a picture to tell a story. Although they know most initial sounds they lack the confidence to write independently. By year 6 standards in writing are close to average with many pupils working at the expected level 4 with a minority at the higher level 5. Higher attaining pupils write from different points of view and sustain a logical argument. For example they debated whether a supermarket should be opened on Heathfield Road. They edit their work and write at some length. The writing of average pupils is lively with accurate spelling and punctuation while lower attaining pupils can re-tell a story in their own words and use legible joined handwriting.

8 In mathematics standards at the end of Key Stage 1 are below average. While many pupils are working at the expected level 2 few attain higher standards expected of level 3 work. They are beginning to understand place value and are confident with basic number facts. Many can name simple shapes and some of their attributes, are confident with odd and even numbers and recognise halves and quarters of shapes. Lower attaining pupils are only confident with simple single digit problems and measure only in terms of ordering objects as *longer* or *shorter than*. By the age of 11 standards are close to average. Higher attaining pupils are working at the higher than expected level 5 while average attainers work at the expected level 4. Pupils are very confident with the mental recall of number facts and have a wide mathematical vocabulary. They use their knowledge to tackle mathematical problems confidently. They understand square numbers, how to find the perimeter of shapes and the formula for finding the area of a rectangle. They produce and work with graphs and are familiar with fractions and decimals with the higher attaining pupils understanding ratios and percentages.

9 Standards in science at the end of both key stages are close to the national average. Pupils at year 2 undertake simple investigations and experiments like considering the effect of the gradient of a ramp on the distance a wheeled vehicle will travel. They build simple electrical circuits and study life cycles of animals. By year 6 pupils compare the way seeds grow in different conditions, investigate the polarity of magnets and the process of filtration. They use appropriate instruments like Newton meters accurately.

10 Progress in English, mathematics and science is good overall. It gets better at Key Stage 2 once pupils gain confidence in English. The school has had a priority to raise standards and has done so well since the last inspection particularly at Key Stage 2. The

introduction of the national literacy and numeracy strategies has helped and so has the good quality of teaching throughout the school.

11 Standards in religious education are in line with those of the locally agreed syllabus for the oldest pupils. Standards in information technology are in line with national averages and show a significant improvement since the last report when they were judged well below expectations. Achievements in design technology, geography, history and physical education are in line with expectations by the end of both key stages. Standards in art are in line with expectations at the end of Key Stage 1 and are above expectations at Key Stage 2. Not enough music was seen to make overall judgements but where it was seen, mainly singing, standards were in line with expectations. The school has maintained standards in science, design and technology, physical education and religious education and has improved them in English, mathematics, information technology, art, history and geography.

12 The school has been very successful in introducing the national literacy and numeracy strategies and makes satisfactory use of literacy, numeracy and information technology in other subjects. In consultation with the local education authority the school has set realistic targets for English and mathematics test scores for the future.

Pupils' attitudes, values and personal development

13 Pupils' attitudes, values and personal development are a strength of the school. Heathfield Primary School is a very happy school. It is orderly, friendly and caring. The very good relationships and mutual respect promote a feeling of safety and security which helps children in their learning. Behaviour is very good with no evidence of bullying. The school takes very seriously any incident of such behaviour and responds effectively. There have been no exclusions in the last twelve months. The school builds very effectively on the good attitudes pupils bring to school. Pupils are considerate and tolerant of each other's views. The school is a harmonious place where pupils are valued for being themselves.

14 Children under five settle quickly into school routines and soon show confident attitudes to work, to one another and to adults. The gain in confidence is a result of the good provision made. They work with good effort and for prolonged periods, taking pride in their work when they are praised. By the time they are five, they share, take turns and co-operate well, behaving in a responsible manner.

15 Throughout the school pupils' attitudes to learning are very good. This is a significant reason for the good gains in learning taking place. Pupils with special educational needs, and those for whom English is not the first language, maintain high levels of interest due to the very good support given to them. Their efforts are recognised and valued by all the adults in school. Pupils work hard and persevere, particularly in literacy work, developing their language skills. For example the youngest children attempt punctuation, even when unsure, encouraged by lively and enthusiastic teaching.

16 Behaviour in lessons and around school is very good. Pupils respond very well to the code of conduct and are very clear about the effect their actions have on others. A home/school agreement ensures parents are clear about the code of behaviour promoted in the school. Opportunities in assemblies and within lessons enable pupils to think about others' feelings and to understand the importance of working together and fair play. Pupils have a clear understanding of what is right and wrong and show respect for one another and for teachers and other adults in school.

17 Pupils show good levels of independence and enjoy taking responsibility. They are happy to carry out jobs such as ringing the bell, caring for younger pupils, being library and book monitors, taking registers, being dinner helpers and helping children in the nursery from time to time. Teachers have high expectations of pupils' ability to take responsibility and organise themselves. They encourage pupils to use their initiative and to have a go. This is reflected in the positive self-esteem and confident approach by most pupils to learning.

18 Attendance is poor due largely to extended holidays. This was an issue in the last inspection which has not been resolved. Monitoring of pupils' attendance is rigorous, but measures taken to address this problem have not been effective. Punctuality is satisfactory. The majority of pupils arrive at school in good time and registration procedures are completed promptly and efficiently. The school has endeavoured to alert parents to the adverse effect of taking extended holidays in term time on their children's progress and achievement. Too many pupils are still taken out of school for lengthy periods and their progress is adversely affected. Whilst good attention is given to reintegrating these pupils back into school life when they return to school, there are still difficulties associated with missed work and gaps in knowledge. The school is trying very hard to seek more co-operation from parents on this important matter.

HOW WELL ARE PUPILS TAUGHT?

19 The quality of teaching has improved since the last inspection and is good overall throughout the school. In 94% of the lessons seen it was at least satisfactory, with only 6% unsatisfactory throughout the school. The small amount of unsatisfactory teaching was in years 2, 3 and 5 in science, music, physical education and religious education. Teaching of pupils under five was very good in 29% of lessons and good in 47%, whilst in the remaining 24% it was satisfactory. In Key Stage 1 teaching was mainly good, particularly in year 1. In nearly 16% of lessons teaching was very good and in 44% of lessons it was good. Teaching was unsatisfactory in only two lessons seen at this key stage. In Key Stage 2 teaching was good overall, with a high proportion (22%) of very good and occasionally excellent lessons, particularly in years 5 and 6. Teaching was good in 49% of all lessons and unsatisfactory in 7% of lessons (three lessons during the inspection). Very good or excellent teaching was seen throughout the school in most year groups in English, mathematics, religious education, information technology, music and geography.

20 There are many strengths in teaching throughout the school. Teachers have clear objectives for learning, which they often share with pupils. This helps pupils to learn effectively and enables teachers to judge the success of their teaching. Teachers choose activities that interest pupils and use methods that challenge them at appropriate levels. For instance in science in year 4 instead of telling pupils how to make an electrical circuit with a switch, pupils are allowed to experiment and work out the problem for themselves. In year 5 pupils are enthused as they are taught about the Passover Feast and introduced to related artefacts and customs. Excellent subject knowledge by the teacher meant really confident teaching, which held the pupils spellbound throughout the lesson. Teachers make very good use of classroom support staff. The classroom assistants are well trained and confident. They know when and how to help pupils. In a year 1 numeracy lesson for example the support assistant worked effectively with the lower attaining pupils throughout the lesson leaving the teacher to focus on the average and above average attaining pupils. Teachers make good use of resources such as models, calculators and computers. For example, the effective use of a range of desk top and palm top computers combined with very good subject knowledge meant that pupils in a year 6 lesson learned how to merge text, with sound and pictures. The lower attaining pupils were helped effectively by the

classroom support assistant and made good progress too. In the good and very lessons teachers have high expectations of what their pupils will achieve. For example in several numeracy lessons there was an assumption that pupils would calculate problems in their head which most were happy to do. In a silent reading lesson in year 5 pupils spent the time with a clear focus which meant that they developed their reading skills by considering issues like the genre of the book they were reading rather than just reading through it with enjoyment as the only focus.

21 In the small number of unsatisfactory lessons observed, teaching was too prescriptive because of a lack of confidence in the subject by the teachers. This limited pupils' learning. In the unsatisfactory physical education lessons, for example, teachers' lack of confidence in the subject meant that the pupils were not given enough responsibility for their own learning. Consequently their progress in the unsatisfactory lessons was limited because the tasks they were given were not demanding enough for them. This in turn led to pupils becoming restless, and teachers having to spend too long managing behaviour instead of promoting learning. In the unsatisfactory music lesson pupils were confused about which teacher was leading the lesson as unexpected staff absence caused a change of plan at short notice. Consequently pupils were not taught how to improve their work and simply worked at the same level throughout the lesson. In religious education a lack of confidence with the material being taught meant that teaching was slow and pupils did not complete their tasks in the allotted time. In the unsatisfactory science lesson the pace was too slow and pupils' learning was restricted by the way the investigation was organised.

22 Pupils' learning is made relevant when teachers link new work to things pupils have learnt previously. These links between future and past learning are included in planning and help pupils to build on what they have learned earlier.

23 Pupils with special educational needs and those who have English as an additional language are taught very well. The individual needs of these pupils are specified in learning plans that teachers take into account in lessons. Pupils make good progress when they are given special support in teaching areas away from classrooms as well as within normal lessons. Learning support assistants play a major role in teaching pupils with special educational needs and those for whom English is an additional language. The effectiveness of this support is very significant throughout the school, but especially in the nursery and early years.

24 Teaching of pupils with special educational needs in withdrawal groups is very good. The special needs teacher has a very good understanding of the pupils' needs and provides an interesting and stimulating range of tasks to raise pupils' attainment and accelerate progress. The enthusiastic and supportive approach of the teacher ensures that pupils are motivated, very productive and make good progress in acquiring new skills.

25 The teaching of literacy and numeracy throughout the school follows national guidelines. Both these strategies have been introduced successfully and are having a positive effect on standards. In numeracy lessons pupils are confident at working out number problems in their head and have a good grasp of basic number facts. In both numeracy and literacy lessons pupils make good progress in basic skills because these are taught in a methodical and well structured way. In literacy extensive training received by staff is reflected in high quality lessons. Pupils learn the difference between types of story such as myths and legends. Pupils make good progress in developing reading and writing skills and demonstrate an enthusiasm for books and literature. Teachers use effective techniques to make lessons interesting with good structure and pace.

26 There is some good teaching in all subjects. Teachers make good use of information technology for writing in English and in data handling in mathematics. Computers are also used well to consolidate learning in mathematics.

27 Teachers often mark books thoroughly, writing encouraging remarks on pupils' work. However the work of older pupils could be improved by marking which is more developmental and asks pupils questions about their work. A more consistent approach to homework that takes account of pupils' commitments after school is needed.

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

28 The school has made significant improvements in the development of curricular provision since the last inspection in 1997. The previous inspection report judged that the curriculum had many serious shortcomings which restricted the progress of teaching and learning throughout the school. The school has worked hard to address these areas of weakness, with considerable success. Curricular provision throughout the school is good and enables pupils to make good progress in their learning as they move through the school.

29 Although the curriculum was judged to be broad at the time of the last inspection, there was concern at the lack of balance created by inconsistent and reduced time allocations to subjects other than English, mathematics and science. There are now appropriate periods of the timetable allocated to the foundation subjects, and significant improvements in whole-school planning. Pupils have the opportunity to experience a wide range in their learning, with care taken to ensure that there is progression from year to year and continuity from one term to the next. The quality of education is generally good, and the curriculum meets statutory requirements for all subjects, including religious education. Provision for art, geography and information technology has improved since the last inspection so that standards in these subjects are rising. Most subjects follow national schemes of work. There is sound provision for pupils' learning in health education involving the school nurse and using the local authority Health Education Caravan. This includes sex education for years 5 and 6 and guidance on the misuse of drugs for pupils throughout the school.

30 Children under five are offered an appropriate and varied curriculum, although their opportunities for outdoor play are limited by the lack of facilities. Very good attention is given to the core subjects for children from reception to year 6, especially through the national strategies for numeracy and literacy, which are being consistently and effectively implemented.

31 Pupils' learning is enriched by the provision of many successful lunchtime and after-school clubs, led by members of the staff, including rugby, football, netball, cricket, basketball and recorder playing. Booster Clubs before school twice a week are making a strong impact on learning in numeracy and literacy for the 27 year 6 pupils who enthusiastically attend. Trips are enjoyed by all year groups once or twice each school year, and visiting speakers enhance learning through the interesting subject matter they introduce such as music workshops and natural history. The school enjoys strong partnership links with nearby secondary schools, whose support provides enrichment such as the delightful performance of spiritual songs heard during the inspection. The school benefits from its good involvement with the wider community, which supports specific projects geared to raising standards, for example parent education and playground development.

32 Curriculum provision and teachers' classroom management ensure that all pupils have worthwhile tasks. In all classes, work set is very relevant to pupils' abilities. There is a comprehensive policy for equal opportunities underpinning the school's successful promotion of opportunities for all and its opposition to racist attitudes. The policy emphasises the aim to encourage an environment where all are valued and respected irrespective of race, gender or disability. The school successfully achieves its aims of inclusion, and welcomes pupils from a neighbouring special school on a regular basis. Every effort is taken to minimise the effects of withdrawal for special educational needs but there are observed instances of pupils not participating in class assemblies.

33 The provision for pupils with special educational needs is very good and one of the school's many strengths. The pupils receive a broad and well-balanced curriculum and individual education plans are well written and contain specific targets for pupils to achieve. Careful consideration is given to whether support is more effective in the classroom or in small withdrawal groups with the special needs teacher. The special needs co-ordinator, in close consultation with the special needs teacher and class teachers, ensures that all the special needs pupils receive an interesting and stimulating curriculum. The special educational needs co-ordinator has set up a very good integration programme with the adjacent special school. There are joint visits, assemblies, and every Tuesday afternoon reception children share lessons with pupils from the special school.

34 The school has begun to identify talented and gifted pupils and to offer extra support in mathematics to them. The setting arrangements for literacy and numeracy lessons also ensure that higher attaining pupils are appropriately challenged.

35 The school has maintained very good provision for moral and social development since the previous inspection and has improved provision for spiritual development, which is now good, and for cultural development, which is now very good. Parents support the values promoted by the school and the emphasis on this aspect of school life.

36 Pupils are helped to develop an insight into the values and beliefs of others through stories and discussion or in raising money for charity. They reflect on the festivals of, for example, Eid and Easter, or consider environmental issues in their own community, providing opportunities for self-knowledge and understanding. In collective worship teachers often provide short periods of reflection, for example, after an assembly for Mothering Sunday, on the care and love of mothers or other adults who look after them. Many opportunities are provided across the curriculum. For example, pupils in year 4 were delighted and stimulated to do observational drawings of a daffodil after the teacher read *Daffodils* by Wordsworth. Opportunities for spiritual development are missed at times, for example in music and religious education lessons.

37 Provision for moral and social development is very good. The school has clear expectations for standards of behaviour. Hard working pupils, a good example from adults in school and the awareness of rewards and sanctions create an atmosphere in which high moral standards develop. The school builds successfully on the moral standards that many pupils bring to school from their homes. As a result, pupils distinguish right from wrong and work for justice and fairness. They are given many opportunities to collaborate in work and play, for example in team games. They take responsibilities in school life. Indeed, they take those for themselves, as when pupils were seen to look after a new pupil from Kosovo or they volunteered to act as scribe for a group. Pupils and their families contribute regularly to charity collections for such worthwhile causes as the Mozambique flood appeal and the Kosovo Shoebox appeal.

38 Provision for cultural development is very good. The school respects and celebrates the diversity of the community. The presence of teachers and support staff from a wide range of cultures sets the tone of the school. The home languages of pupils are valued and used in school where possible. Within the curriculum, there are many opportunities to learn about other cultures, for example, through stories, or art work, like Islamic patterns; through music, such as a steel band or drumming; in geography and history, through the study of the local environment; in religious education through the study of a range of faiths and festivals.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39 The school provides a secure and enjoyable learning environment for all its pupils. As a result the children are happy, confident and trustful in establishing friendly relationships with adults and with one another. Child protection procedures are satisfactory. Health and safety matters are adequately addressed and provision for the overall welfare of the pupils is good.

40 Parents responding to the questionnaire strongly agree that their children like to come to school and that they are happy or very happy at the school. All staff make it a priority to settle children well, with an established and successful pre-school meeting between teachers and the carers. The school pays good attention to pupils' educational and emotional needs and provides appropriate support.

41 The teachers and learning support assistants know the children well and are sensitive to their needs, providing suitable opportunities for them to discuss any concerns or problems. Account is taken of pupils' medical needs, and a caring environment, sensitively supervised by the headteacher ensures that sick and vulnerable pupils are adequately cared for. The school secretary makes good safety arrangements prior to the educational visits out of school.

42 Staff have a firm commitment to inter-agency working and have developed a good understanding of what can be contributed by other professionals. Effective use is made of support and advice from a range of sources where children have medical problems and where there are emotional, social, behavioural or learning difficulties. The school has good links with the neighbouring special school with the specific aim of developing awareness of working and living with people with disabilities

43 Staff know the children and their families well and constructive relationships are established from the start. The class teachers informally monitor the personal and social development of children and pupils who behave well are awarded certificates and recognition is given in the weekly assemblies. Parents are provided with regular reports on pupils' personal development.

44 Assessment of pupils' progress and using assessment information to plan future work for pupils of differing attainment were key issues in the last inspection. There has been sufficient development in improving this weakness since that time. Procedures for assessment in English, mathematics, science and information technology are now good. They are having a positive impact on raising standards and helping the school to organise pupils into sets for some of their work and to identify gifted and talented pupils for extra work in withdrawal groups in mathematics. Good procedures are in place for assessing pupils with special educational needs and work is planned carefully to meet their needs. The special educational needs co-ordinator and the special needs teacher and support

staff are vigilant when recording the progress of pupils with special educational needs. There are very good links with the school support service and the school ensures that pupils' needs are assessed regularly by the educational psychologist. However, procedures for assessment in other subjects are not yet fully developed.

45 The school complies with the local authority child protection policy. This provides clear instructions about action to be taken and agreed inter-agency procedures. All staff, including midday supervisors are alert to the issues and there is a properly qualified and nominated child protection person who has received training. There are satisfactory arrangements for first aid and the staff are aware of the procedures in case of an emergency. There are sufficient numbers of qualified first aiders, some of whom need to renew their certificates.

46 The health and safety policy is in draft form and needs to be finalised, ratified by the governing body and appropriately implemented. There are suitable routines for sickness and for more serious injuries, regular safety checks and appropriate attention to safe practices in lessons. Staff promote hygiene effectively as part of the curriculum and there is generally good attention to safety matters. All adults are aware of their responsibilities in providing a safe environment. The caretaker and the headteacher regularly undertake risk assessments and the building is generally kept clean and free from obstructions. There were no health and safety issues at the time of the inspection.

47 Procedures for monitoring and promoting good attendance are sufficiently rigorous but are not having a significant effect on attendance rates, which are well below the national average. Regular contacts with the education welfare officer and parent/carers are maintained.

48 Behaviour in the school is promoted through a system of mutually agreed simple classroom rules, which are translated into community languages and strategically displayed around the school. A system of incentives for good behaviour is in place and the majority of parents and their children are aware of and understand them. They also understand the sanctions for inappropriate behaviour. Pupils are aware that unkindness and harassment are not tolerated and children from different social and ethnic backgrounds are taught to respect one another. No incidents of bullying were observed in the course of the inspection. Minor incidents of unacceptable behaviour are promptly dealt with by the staff which prevents future repetition.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49 The quality of the school's partnership with parents is sound. Most parents are satisfied with the education provided and the standards achieved by their children. They strongly agree that the teaching and behaviour are good which enables their children to develop positive attitudes to school and make good progress. The majority of parents feel that they are kept well informed about their children's progress and that the school works closely with parents. A small minority feel that their children do not get the right amount of work to do at home. Evidence gathered during the inspection through meetings with parents and work sampling supports this view. The inspectors noted that the school does not have a written homework policy and that the homework practice throughout the school is inconsistent.

50 The school encourages parents to take part in their children's learning and a number of them attend school functions such as school assemblies and religious celebrations. Some parents help their children with homework and make positive comments in their

children's homework diaries. Parents of children with special needs are properly involved in their children's individual education plans and the school provides them with the opportunity for participating in periodic review. Those mothers who do not speak English have access to bi-lingual staff who provide translation into community languages.

51 There are three open evenings as well as opportunities for informal meetings between parents and teachers. Regular newsletters are sent to the parents/carers informing them about school events. The majority of parents are satisfied that they can approach the school at any time and their suggestions and complaints are dealt with effectively. The school generally operates an 'open door' policy. This enables parents to express their views and make enquiries about their children's well-being and progress. The headteacher was observed talking to parents on many occasions during the inspection week. Responses to the parental questionnaires were generally very positive. Easy access to the class teachers and the headteacher ensures prompt attention to complaints and suggestions and helps resolve problems.

52 The current school prospectus is thorough and written in plain English but does not contain rates of attendance for the last year. The governors' annual report to parents for the year 1998/99 does not fully meet statutory requirements. For example it does not contain information on admission arrangements for disabled pupils or the steps taken to prevent disabled pupils from being treated differently. Pupils' annual reports to parents provide information on what parents can do to help their children to make progress. The school offers an opportunity for parents and pupils to make comments about the report and parents attend regular open evenings to talk about their children's work.

53 There are effective and flexible induction procedures for new pupils in the school. Children in the nursery have a staggered entry, which enables them to settle down quickly. At an introductory meeting the school establishes mutual expectations and responsibilities in respect of behaviour, attendance and needs for additional educational support. Parents in early years are encouraged to come in to the school and stay with their children for a settling in period.

54 Relationships with parents remain satisfactory and have been sustained since the last inspection. Responses to the questionnaires were generally positive. All parents have agreed the home-school agreement and there exists an effective working relationship between the majority of parents, carers and the staff. This enables them to share information about children's attitudes to learning and the progress made.

55 The school keeps good links with those parents who have children with special educational needs. Parents receive early notification of their children's needs and are kept fully informed from stage two of the Code of Practice. A concern was expressed at the parents' meeting that special needs staff are required to teach other classes and so pupils do not receive their appropriate support. No evidence to support this view was observed during the inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56 Overall leadership is good. The headteacher provides inspired leadership, which has led to sustained school improvement since she arrived. She has a very clear view of what kind of school this should be and shares this vision with staff, governors and pupils. The school aims and ethos emphasise high standards in both behaviour and achievement and these are embraced wholeheartedly by the whole school community. Consequently standards are rising, the quality of teaching is good and improving and pupils respond to

the high expectations of them by behaving very well and working very hard. The governors are very committed to and involved in the management of the school. They have clear systems to ensure that they are kept informed of developments at the school and some make regular visits during the school day to see for themselves how things are going. They actively seek reports from subject co-ordinators on curriculum matters and keep themselves well informed. They monitor standards on a regular basis and are very aware of how the school is performing and they are fully involved in devising and implementing the school development plan. This is a useful document which outlines clear priorities for the school and how they will be achieved. The school judges the success of the school development plan by the completion of particular tasks within it rather than by the way accomplishing those tasks will help to realise standards. The school aims to address this issue the next time it reviews the plan. Governors monitor the budget carefully. They do not yet have a very clear view on the quality of teaching throughout the school. Although they are sure that there is no weak teaching they are not sure where the strongest teaching is. They fulfil their statutory duties satisfactorily and are still developing systems and strategies to improve their knowledge and understanding of their school to enhance their effectiveness even further. The school has improved very well since the last report and is well placed to continue improving.

57 The school has a clearly defined management structure with job descriptions outlining the roles and responsibilities of those holding management positions. Currently there are no co-ordinators for religious education, physical education and music, but the school will have these posts filled by September. The deputy head has clearly defined leadership and management roles including responsibilities for the curriculum, assessment and attendance. He fulfils his role very effectively and is building up a comprehensive assessment and recording system to track pupils from their baseline assessments through to the end of Key Stage 2. The senior management team is fully involved in monitoring teaching and learning and is constantly reviewing and improving its systems, which include observing lessons, looking at pupils' work and at teachers' planning and ensuring that the new schemes of work are implemented successfully. The co-ordinators of foundation subjects do not yet have such a strong monitoring role. The school could easily emulate the systems currently in place for English, mathematics and science to ensure very effective monitoring of other subjects once the new National Curriculum 2000 is introduced.

58 The school is fully committed to achieving high standards and to providing equality of opportunity for all its pupils. Consequently it has very clear systems for identifying the learning needs of pupils with special educational needs and those who are gifted and talented. Extra support is provided for both sets of pupils and is having a positive impact on their standards of work.

59 The school has plenty of well qualified teaching and non-teaching staff to ensure that the whole curriculum is taught effectively. A strength of the school is the quality and number of support staff who work very well with teaching staff and have a real impact on learning. A particularly strong example of this is in the way the language support staff help children with English as an additional language to settle into nursery so quickly. Improving the provision for pupils with English as an additional language was a key issue in the last report and the school has vastly improved this aspect since then. The school has a clear system of staff development based on regular professional reviews with the headteacher. Staff development is based on the whole school priorities identified in the school development plan and is overseen very closely by the headteacher.

60 The school has adequate accommodation in the main but is short of appropriate outdoor play facilities for children under five and has no room for a library where pupils can

go for quiet independent research. The library is located conveniently in the corridors so that books are easily accessible but space does not allow for tables for pupils to work at and they have to take books back to classrooms to work with.

61 The school is well resourced in all subjects except art and music where resources are satisfactory. The resources for pupils with special educational needs are very good. These pupils also benefit from a permanent base in a small room convenient for withdrawal groups.

62 The governors contribute well to the financial planning and are sufficiently watchful over the outcome of expenditure and of development generally. The school has a growing awareness of best value principles and supports educational priorities through careful short term planning. The school's revised annual budget is well within balance and an appropriate carry forward is available to meet future educational needs.

63 The school has effective monitoring and evaluation procedures and makes good use of information technology to access and use data constructively. Financial administration is good and specific grants are used effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64 In order to continue to raise standards the school should;

- seek to improve attendance rates by working closely with parents and other agencies to implement the procedures for monitoring and promoting good attendance.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

65 The school should also:

- include all the information that is legally required in the school prospectus and governors' annual report to parents;
- improve the assessment and monitoring of the foundation subjects by adopting the best practice from procedures already in place in English, maths and science as the revised National Curriculum comes into force in the autumn;
- seek ways to improve the provision for outdoor play for children under five and provide a library space where pupils can work independently.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 87 |
| Number of discussions with staff, governors, other adults and pupils | 37 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 1 | 21 | 48 | 24 | 6 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 26 | 388 |
| Number of full-time pupils eligible for free school meals | 0 | 262 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 1 |
| Number of pupils on the school's special educational needs register | | 115 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 384 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 24 |
| Pupils who left the school other than at the usual time of leaving | 29 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 9.2 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.7 |
| 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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 1999 | 27 | 27 | 54 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 18 | 21 | 26 |
| | Girls | 19 | 20 | 19 |
| | Total | 37 | 41 | 45 |
| Percentage of pupils at NC level 2 or above | School | 63 (68) | 67 (76) | 70 (84) |
| | National | 77 (79) | 81 (83) | 84 (86) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 20 | 20 | 24 |
| | Girls | 21 | 18 | 20 |
| | Total | 41 | 38 | 44 |
| Percentage of pupils at NC level 2 or above | School | 77 (66) | 74 (81) | 92 (96) |
| | National | 81 (82) | 85 (86) | 86 (87) |

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

Attainment at the end of Key Stage 2

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 1999 | 25 | 20 | 45 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 13 | 12 | 19 |
| | Girls | 16 | 15 | 18 |
| | Total | 29 | 27 | 37 |
| Percentage of pupils at NC level 4 or above | School | 48 (64) | 54 (60) | 65 (82) |
| | National | 65 (70) | 59 (69) | 69 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 12 | 16 |
| | Girls | 14 | 14 | 17 |
| | Total | 25 | 26 | 33 |
| Percentage of pupils at NC level 4 or above | School | 52 (56) | 56 (58) | 52 (73) |
| | National | 65 (68) | 65 (69) | 71 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 17 |
| Black – African heritage | |
| Black – other | |
| Indian | 23 |
| Pakistani | 179 |
| Bangladeshi | 96 |
| Chinese | |
| White | 23 |
| Any other minority ethnic group | 15 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 17 |
| Number of pupils per qualified teacher | 22.8 |
| Average class size | 27.7 |

Education support staff: YR – Y6

| | |
|---|---------------------------|
| Total number of education support staff | 7 [plus 3 EMTAG staff] |
| Total aggregate hours worked per week | 196 (plus 84 EMTAG staff) |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 26 |

| | |
|---|----|
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 32 |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 13 |
|--------------------------------|----|

FTE means full-time equivalent.

Financial information

| | |
|----------------|---------|
| Financial year | 1998/99 |
|----------------|---------|

| | £ |
|--|--------|
| Total income | 845491 |
| Total expenditure | 788680 |
| Expenditure per pupil | 1860 |
| Balance brought forward from previous year | 60748 |
| Balance carried forward to next year | 62090 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 262 |
| Number of questionnaires returned | 88 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 73 | 26 | 0 | 0 | 1 |
| My child is making good progress in school. | 49 | 49 | 1 | 0 | 1 |
| Behaviour in the school is good. | 50 | 44 | 5 | 0 | 1 |
| My child gets the right amount of work to do at home. | 30 | 49 | 11 | 8 | 2 |
| The teaching is good. | 64 | 31 | 1 | 0 | 5 |
| I am kept well informed about how my child is getting on. | 48 | 42 | 7 | 0 | 3 |
| I would feel comfortable about approaching the school with questions or a problem. | 49 | 44 | 2 | 1 | 3 |
| The school expects my child to work hard and achieve his or her best. | 62 | 34 | 1 | 1 | 1 |
| The school works closely with parents. | 48 | 43 | 5 | 0 | 5 |
| The school is well led and managed. | 56 | 34 | 2 | 0 | 8 |
| The school is helping my child become mature and responsible. | 51 | 42 | 1 | 1 | 5 |
| The school provides an interesting range of activities outside lessons. | 50 | 40 | 7 | 0 | 3 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66 In the previous inspection report, attainment in the areas of learning by the age of five were found to be in line with those expected for children of this age, and good in creative and personal and social development, and children were making satisfactory progress. Provision in the nursery was a strength of the school. Since that time standards have been maintained in personal and social development. They are average in some areas of development but are below average in mathematical development and knowledge and understanding of the world and well below average in language and literacy. However, given prior levels of attainment on entry to the nursery, children make good progress and often very good progress in some areas of learning. The successful introduction of the literacy and numeracy strategies, adapted appropriately to meet the needs of the youngest children is having a positive effect on learning.

67 Provision for children under five is within the nursery and two reception classes. At the time of the inspection twenty-eight children in the reception classes had not yet reached their fifth birthday. Information from early assessment indicates that attainment on entry to school is well below average. This is supported by the inspection findings.

Personal and social development

68 Children's personal and social development is good. The majority of children achieve the national targets for this area by the age of five. The good quality teaching ensures that children settle quickly and are happy to come to school. They know the importance of classroom routines such as lining up, listening quietly to the teacher and putting up their hand when they want to contribute to discussion. Although many have little or no English when they first come to school the good help provided by the support for English as an additional language helps them to develop confidence to communicate with others. They work and play well together, sustaining interest for some time. In the nursery, for example, a small group of these children engage in Lego construction activities working hard and concentrating for some length of time. They play happily side by side, although there is little communication between children in this group. The teachers and nursery nurses place great emphasis on the development of independence and self-esteem. As a result the children respond confidently to the new challenges presented. The children are well behaved, show respect for the feelings of others and are able to follow instructions from the adults. The youngest children are learning to take turns and share resources. Children treat equipment with respect, tidy up well and are able to work independently when required, such as in a literacy group in literacy sessions. Relationships with their peers and with the adults are very good. Teaching in this area of learning is good. The well-structured activities, effective language support and consistent approach by the adults contribute successfully to children's personal and social development. They quickly understand the behaviour that is expected in school and show a good level of independence and responsibility. For example, the Mothers' Day assembly, taken by children in the nursery, involved children in speaking aloud individually into the microphone. Although speaking skills were well below average the children's efforts demonstrated their confident approach to tasks.

Language and literacy

69 In spite of the good progress made, attainment in this area of learning remains well below average by the age of five, because children enter school with very little or no English in most cases. The children soon learn to listen attentively to their teachers and to each other. They listen to stories and rhymes with interest and enjoyment. In the nursery, for instance, the children showed good recall of the story, *'Have you got my purr?'* joining in the repetition and animal sounds with enthusiasm. They are eager to respond to questions but most are hampered by limited skills in English. Enthusiastic and lively teaching interests and inspires children to respond, for instance, when recognising names from flashcards. Role play is used effectively to promote learning. Response in the 'Baby Clinic' was good. The adults structured very good questions such as 'How many spoonful of medicine to give baby' to encourage interactions. They ensured children understood specific information, speaking in sentences to promote early language development. Children handle books carefully, turning pages correctly and more able children 'read' the story using picture cues to help them. Children are beginning to be aware of phonics and a good proportion can identify several letters of the alphabet by their 'sound' with a few relating the initial sound to a word. The introduction of a modified literacy time is contributing effectively to learning in this area. In a shared text session children in a reception class recalled events and feelings in 'How do you feel?', learning to speak in a large group and to select the correct vocabulary to express happy and sad feelings. During group tasks the nursery nurse models writing a sentence.

70 A group of children make cards writing messages inside. The good resources in the writing area are used well by the children who copy the writing carefully. Children take books home to share with parents but not all are helped at home because of language difficulties. A small minority of higher attaining pupils meet the national targets for language and literacy but the majority of children under five are well below expectations for this area of learning.

Mathematics

71 Children attain levels in mathematics which are below those of most five years olds. They make good progress, however, in developing mathematical understanding and skills through a good range of activities such as sorting socks into pairs, matching, weighing, water play, activities using shape, position, size and quantity. They practise sequencing and pattern making with bead threading and painting activities. They count to 10 in the reception classes, with confidence and some count beyond this. They recognise the numerals to 10 although not all can sequence them. Most children are acquiring a sound understanding of mathematical vocabulary such as long/short, heavy/light, with very good support for those children with special educational needs or for whom English is an additional language. A good proportion of the children in the reception classes can recite the days of the week and have acquired some language of 'time' such as 'o'clock' 'hands' and 'face'. They know the names of simple two-dimensional shapes such as 'circle', 'square', and 'triangle'. They are developing an awareness of addition and are beginning to solve simple problems such as 'one more than' and to use associated symbols. The good teaching and adult intervention encourages independent learning and promotes the development of mathematical language.

Knowledge and understanding of the world

72 Attainment is below average in this aspect of learning because experiences prior to starting school are often limited and many are hindered by their poor literacy skills. Children

talk about families and find out about babies, what they eat, how they grow, clothes they wear and how long they sleep, exploring change. They investigate objects and materials using all of their senses. For example, they listen to loud and quiet sounds and make musical instruments, explore the contents of a 'feely box' and use lenses and magnifying glasses to look at a variety of objects. They make clock faces and link various times to events in their day. Children enjoy investigating through sand and water play. Good teaching includes well structured opportunities for children to develop technological skills through their use of a good range of construction toys. They visit a farm gaining first hand experiences of small animals. They are developing early skills in mouse control and keyboard awareness, as they become more familiar with computers. They enjoy using headphones and tape recorders to listen to stories and rhymes. They make good progress in developing their knowledge and understanding of the world.

Physical development

73 The children's attainment in this area of learning is average. They make good progress in their learning by the time they are five. In dance, children move freely developing their own 'shaking' dance, and 'jumping' dance. They move in a variety of ways changing direction and with increasing co-ordination and awareness of space. Good teaching means that basic skills are carefully taught and independence is fostered well by their adults. They stop and start on a given signal and respond well to instructions. They are confident to perform individually to the rest of the class and most are able to jump, turn, hop and skip competently. The good teaching enables them to practise a range of movements developing co-ordination and confidence well. The children show increasing understanding of how their bodies move. The previous report was critical of the provision for outdoor physical development. Although there is a small space provided for the nursery it is too small for the number of children and lacks any imaginative stimulation. Provision for outdoor play for children under five remains unsatisfactory. The children develop sound manipulative skills to write, draw, paint and construct. High expectations by the adults encourage the development of such skills.

Creative development

74 Attainment in creative development is average by the time children are five. Teachers provide good opportunities for them to experiment with a range of media. They use a variety of techniques; for example in their 'Barrier Reef Garden' art work techniques such as marbling, painting, collage, bubble printing and glitter painting combine to produce effective work in the style of the Australian artist, Ken Done. They create symmetrical paintings and make musical instruments such as beaters and shakers. The children develop sound skills in cutting and sticking. They use modelling material to roll, sketch squeeze and shape, and show independence in their selection of tools and materials. The very good contribution of the specialist musician enables children to explore a good range of tuned and untuned percussion instruments and to perform together in the hall. She also provides an opportunity for children to listen to the clarinet being played. Children learn a wide repertoire of songs and rhymes, many involving actions. Experiences provided make an effective contribution to the children's creative and cultural development. They enjoy music and participate enthusiastically in singing. Teachers provide good opportunities for children to use their imagination and extend language skills in the role-play areas such as 'The Post Office' and 'Baby Clinic'.

75 The quality of teaching for children under five is good. All the adults work very effectively as a team and interact very well with the children. A wide range of interesting activities is provided to promote and encourage language development in particular. There

is a good balance between adult-directed and child initiated tasks. Teachers have high expectations and use praise and encouragement effectively, reinforcing children's learning well. The very good use of resources, like the well presented writing areas, enables children to work independently. The adults have a good knowledge of the desirable learning outcomes. Lessons are carefully planned and children regularly challenged by the interesting tasks set.

76 Relationships are very good between adults and children. Children are well managed. The support staff make a very good contribution to children's learning, particularly in developing language skills and supporting those children who have special educational needs. The brisk pace of lessons enables a good amount of work to be covered. Assessment information is used effectively to inform grouping, identify needs and contribute to future planning. Accommodation in the nursery is fairly limited, with toilet provision inappropriate for children of this age.

ENGLISH

77 Pupils' results in the national tests at the end of Key Stage 1 in 1999 in reading and writing were well below average but close to the average for schools of a similar type. Teachers' assessment of speaking and listening indicate that standards were also well below average. At the end of Key Stage 2, results of tests in English were below the national average in 1999 but well above the average for similar schools. Results have improved significantly since the previous inspection in 1996. The trend for improvement in Key Stage 2 is greater than the national trend. In 1999, results exceeded the school's target for the percentage of pupils who were expected to attain level 4 or above. Inspection findings indicate that pupils attain below average standards by the end of Key Stage 1 in all aspects of English and by the end of Key Stage 2, attain standards close to the average. These findings indicate that the school continues to improve.

78 Five year old pupils speak confidently in single words, phrases and short sentences. Vocabulary is very limited but they are learning new words quickly, as seen in imaginative play in the class Post Office. During lessons they listen carefully and are helped to understand through bilingual support when appropriate. For example, pupils with poor skills in English, as they made sandwiches, learned new words and structures with bilingual help. They are beginning to respond well to stories, rhymes and songs. By year 2, pupils listen attentively and respond with understanding to questions asked by the teacher. Vocabulary is improving, as seen in a literacy hour in which the teacher discussed alternative words and descriptions that pupils could use in their writing. By year 6, most pupils participate effectively in whole class discussion. They listen carefully and respond eagerly. They suggest more adventurous vocabulary to use in writing, such as 'jubilant', 'optimistic', 'sensitive' and 'excited' when discussing evacuees. They offer their opinions and inferences from the text and enter into a logical argument. They speak with satisfactory English structures.

79 In reading, five-year-old pupils recognise the initial sounds of words. They follow the words of a text and enjoy sharing a book and discussing the pictures. They know that in English, print reads from left to right and that the story is in the words and the pictures. By year 2, pupils identify the author and title of the book. The higher attaining pupils read simple texts fluently. They read accurately and enjoy reading in a group. They use the pictures and the words to help them understand. They use initial sounds and word building to recognise unfamiliar words. They talk about the characters in the story and the books they like. Average pupils read with a few errors and reasonable fluency. They have established a basic sight vocabulary and use initial sounds of words as well as the pictures to help them read. They respond to ideas in books, for example discussing why an octopus

in the story can carry more than a person can. They can predict a sensible ending to a story. Low attaining pupils read a sentence under a picture in a book. They recognise some familiar words and know initial sounds to help them read. By year 6, higher attaining pupils read expressively and responsively to convey the full meaning of the text. They use structure and punctuation well for emphasis. They read silently with good recall of the meaning or plot. They refer to the text to support their point of view. They use an index and library catalogue effectively to help them locate information in books. Average pupils have a good sight-vocabulary and use phonics, context and illustrations to help them establish the meaning. They talk about the characters in stories and employ alphabetical order to help them find information. Lower attaining pupils read fluently and accurately, if at times a little stilted. They answer questions to show that they have understood the text and have a satisfactory sight vocabulary.

80 In writing, most five-year-old pupils write their own name and copy a sentence under the teacher's writing. Many have difficulty in writing a sequence of sentences. Lower attaining pupils use emergent writing, for example to write independently in greetings cards. Higher attaining five-year-olds have established letter formation and can write short sentences independently. By the end of Key Stage 1, the writing of higher attaining pupils is well formed and positioned. They can retell a story in a good sequence of events. They write about their own personal experiences and from imagination. They write stories, poetry, lists and reports, for example about what they did in a science experiment. They use full-stops and capital letters accurately and know how to use speech marks. Average pupils write in a consistent size and form letters accurately. Full stops and capitals are sometimes used and familiar words are often spelt accurately. Vocabulary is limited, especially descriptive words. Low attaining pupils can write a sentence under a picture to tell a story. They know most initial sounds to help them try new words but many lack confidence in writing independently. By the end of Key Stage 2, a high proportion of pupils are working at level 4 and a minority at Level 5. Higher attaining pupils can form a logical argument and write from different points of view, for example about whether a supermarket should be opened in Heathfield Road or whether the school holidays should be shortened. They are able to edit and improve their work and write longer pieces of work with good characterisation and plot. Average pupils' writing is lively and ideas are sustained. The spelling and punctuation are accurate. Vocabulary, although not so wide in range, is used effectively. Lower attaining pupils can retell a story in their own words and use full stops and capitals accurately. They write good letters and can maintain a logical sequence of ideas. Handwriting is legible and joined. Work is well-presented.

81 Considering the starting point in English when they join the school, pupils make good progress and achieve well. Good quality teaching in both key stages has a positive impact on pupils' attainment. In thirteen out of seventeen lessons observed, teaching was good or very good. No unsatisfactory teaching was observed. The very good teaching was observed in Key Stage 2. The strengths of teaching lie in the knowledge and understanding of the subject and in the very effective strategies for teaching literacy skills. This ensures that the work planned meets the specific learning needs of the pupils and that they make good progress. As a result of well-organised lessons, planned well and prepared thoroughly, pupils are clear about what they are expected to learn and work effectively as a whole class, in small groups, in pairs or independently by the time they are in year 6. The respect teachers have for pupils' home language, culture, the very good relationships that they have with their pupils and the very effective support for English as an additional language and special educational needs result in interested pupils who concentrate on their work and make good progress. Very occasionally pupils' enthusiasm for learning bubbles over and the pace of lessons is slower because the teacher is distracted by minor discipline issues. Teachers build on pupils' prior attainment in English so that pupils make smooth

progress across the school. Although progress in the early terms in Key Stage 2 is slower, it accelerates as pupils move through the school. Pupils' progress in English is enhanced by focusing on literacy skills in other subjects. Teachers discuss writing strategies, provide books at the correct level for pupils and extend vocabulary across the curriculum. For example, pupils learn good mathematical language, report their work in science and research information in many subjects.

82 The school is focusing on raising standards. The strategies introduced to promote higher standards in English are very successful and pupils make good progress as a result. A high proportion of pupils learn English as an additional language and the majority start school with very poor skills in speaking English. The support provided for these pupils, alongside very good support for pupils with special educational needs, is very effective and makes a strong contribution to improving standards. The school's implementation of the National Literacy Strategy is very effective in focusing work and matching it to the needs of the pupils. Pupils in years 3 and 4 receive additional literacy support in small groups. A high proportion of pupils in year 6 attend a Booster Club, an extra-curricular activity that aims to improve standards in pupils' higher skills in English. The resources for English and for the library have improved since the previous inspection and are now providing good material across the curriculum to support language skills although there is no space for pupils' personal independent studies.

83 The co-ordinator is very effective in managing the subject and influencing the practice of colleagues. Very good training in teaching English and implementing the National Literacy Strategy promote high standards. Pupils' work is monitored through, for example, regular scrutiny of books, tests, lesson observations and analysis of results. Evaluation of pupils' attainment levels leads to further planning, new strategies and more effective support for learning and results in higher standards.

MATHEMATICS

84 In the end of Key Stage 1 tests in 1999 the standards were well below the national average and in line with the standards of schools with similar pupils. The tests results show that the proportion of pupils reaching the expected level 2 or beyond was well below the national average and the proportion reaching the higher level 3 was also well below the national average. The test results show that pupils were around two terms behind the average in mathematics by the end of Key Stage 1. At the end of Key Stage 2 the tests showed standards below the national average and above those of schools with similar pupils. The proportion of pupils gaining the higher than expected level 5 was close to the national average at Key Stage 2. The results show that by the end of Key Stage 2 pupils are just under a term behind the national average overall. This suggests that once the pupils enter Key Stage 2 they make good progress in mathematics and the inspection findings confirm this. The reasons are that pupils have acquired sufficient fluency in English by the end of Key Stage 1 to make it less of a barrier to effective learning and this, coupled with good quality teaching, enables them to make good progress. The test results over the last four years show that standards at the end of Key Stage 2 have been rising faster than standards nationally.

85 The mathematics work seen during the inspection shows pupils attaining below average standards at Key Stage 1 and attaining average standards by the end of Key Stage 2 which is an improvement on last year's test results at both key stages. The implementation of the National Numeracy Strategy has had a positive impact on standards and so have school initiatives in mathematics including monitoring of teaching and learning, supporting pupils with special educational needs, identifying and supporting talented and

gifted pupils and running booster classes before school starts in the mornings. The school is well placed to continue these improvements and to raise standards even further in the future.

86 Standards by the end of Key Stage 1 are below average. While many of the pupils are working at the expected level 2 few are working at the higher levels yet. Pupils are beginning to understand place value and are confident in basic number work. They add, subtract, multiply and divide with confidence at an appropriate level. For example they say that if two people have three cakes each they have six cakes altogether. They name the attributes of several two- and three-dimensional shapes, and shade halves or quarters of given shapes. They recognise odd and even numbers. Higher attaining pupils work on equal addition and construct simple bar charts. Lower attaining pupils produce much less work than most of the class. They add single digits only and only measure in terms of objects being longer or shorter than rather than using either standard or non-standard units. The effective support of classroom assistants helps lower attaining pupils and those with special educational needs to make good progress. For example in a lesson on adding and subtracting 10 to or from a two digit number the lower attaining group really struggled at the start to understand the work. However because the classroom assistant worked effectively with that group throughout the lesson they were able to do the work. The expressions of 'more than' and 'less than' confused some pupils whose grasp of English is not secure. Lack of fluency in English is the main reason for pupils not attaining higher standards at Key Stage 1. At Key Stage 1 all pupils make sound progress including those with special educational needs.

87 Standards by the end of Key Stage 2 are average. The highest attaining pupils in year 6 are working beyond the expected level 4 and doing much of the work required for level 5. They are very confident with basic number facts and use these effectively to help with their mathematics work. For example they can complete number sequences given only part of a larger grid with a couple of numbers already on. They know and use terms like factor and multiple and give clear explanations of how they solved a particular problem. Their confidence in English enables them to understand the mathematical terminology needed to succeed at higher than expected levels. This also enables them to tackle mathematical problems using and applying their knowledge effectively. For example in a year 6 lesson pupils were expected to find examples to prove a rule like 'the product of two even numbers is always even' before going on to devise a rule to show that a given two or three digit number is a multiple of a single digit one. Work like this not only improves their mathematics it also has a significant impact on their learning in English as they acquire new technical vocabulary and work together discussing and explaining their ideas and ways of working.

88 By the end of Key Stage 2 average attaining pupils know square numbers, how to find the perimeter of a shape and the formula for finding the area of rectangles, and are confident in working with fractions. They are beginning to work with percentages and to understand the link between fractions and decimals. They measure angles accurately, use graphs to find information, and work on proportions and ratio confidently. They also produce a great deal of work. At Key Stage 2 all pupils make good progress including those with special educational needs.

89 Teaching overall in mathematics is good. It ranges from satisfactory to very good and there is no unsatisfactory teaching in the subject. Very good teaching was seen in years 1, 3, 5 and 6. Teachers know their subject well and teach with confidence. This ensures that the highest attaining pupils at years 5 and 6 are given work which challenges

them and helps them to make good progress. It also ensures that lessons are exciting using a good range of techniques for reinforcing learning as when year 5 pupils consolidated their knowledge of multiples and factors through a teacher devised game. Teachers place a very strong emphasis on learning basic skills and pupils have a good grasp of number facts and calculate very quickly in their heads. A good example was when a year 3 class working on a pictogram were asked how many symbols they needed if one symbol represented two votes and they had 63 votes to record. Several pupils instantly knew the answer was thirty one and a half. A real strength of the teaching is the effective use of classroom support and the quality of that support. Support staff take a full part in numeracy lessons helping lower attaining pupils throughout so that they attain good standards and keep up with the pace the teacher sets. Teachers have high expectations of both work and behaviour. They build very effectively upon the great enthusiasm that pupils have for mathematics. Pupils are very keen to contribute and to share their ideas, and this enthusiasm could easily spill over into chaos in the hands of less talented or confident staff. As it is the enthusiasm is channelled effectively into hard work, and the books at Key Stage 2 particularly, show that pupils have a great appetite for hard work which teachers build on well. Teachers capture and hold the attention of their pupils very well during the whole class teaching sessions and give them good levels of independence in the main part of the lesson. Pupils respond by settling quickly to tasks either individually or in groups and by showing very good concentration and perseverance. Teachers make effective use of mathematics lessons to promote effective social and moral development by giving good opportunities for collaborative work. When working together pupils share materials and resources well and support each other. Little use was seen of computers in lessons during the inspection week but effective use was made of them for reinforcing basic number work for small groups working independently on a suite of computers in the deputy head's office. Calculators are well used, for example when pupils check their work. There are no significant weaknesses in the teaching of mathematics.

90 The school has implemented the national numeracy strategy very effectively. Assessment information is effectively used to create sets for the numeracy hour, to identify pupils with special educational needs so that extra support can be given and to identify gifted and talented pupils at the top end of Key Stage 2 who receive extra support in withdrawal groups. There are individual education plans in mathematics for pupils with special educational needs. This extra support for identified groups of pupils is a strength of the school. Assessment procedures are well developed and include annual and half termly tests as well as ongoing teacher assessments. Further developments are planned including the introduction of a class based assessment sheet in the summer term. The mathematics curriculum is planned effectively to ensure that all aspects of mathematics are covered and pupils' books show good coverage of all National Curriculum and the national numeracy strategy requirements.

91 Co-ordination of mathematics is very good. It includes regular and systematic monitoring of teaching and learning through looking at pupils' work, teachers' planning and observation of lessons. It includes a clear and comprehensive subject development plan. Since the last report the school has sustained standards at Key Stage 1 and improved them significantly at Key Stage 2. It has improved the quality of teaching and learning, of data handling and of problem solving. Overall the school has improved significantly in mathematics since the last inspection.

SCIENCE

92 Teacher assessments carried out in 1999 on pupils in Key Stage 1 indicate that 96% of pupils reached the expected level 2. This was above the national average. 9% of

pupils reached the higher level 3; which was below the national average. These results were well above the results of schools that have a similar intake of pupils.

93 In national tests for Key Stage 2 carried out in 1999, 82% of pupils reached the expected level 4 or above and 22% reached the higher level 5, this was just below the national average for all schools. The results in tests in 1999 were well above the results of schools that have a similar intake of pupils. Analysis of results since 1996 shows that the school has improved much more quickly than the average for schools nationally. The improvement in standards in both key stages has been significant. Teaching has improved since the last inspection and is now good throughout the school. The school has introduced assessment procedures in science and teachers use these to inform their teaching.

94 Observations throughout the inspection indicate that pupils currently in year 2 and year 6 are attaining standards in line with national averages. Pupils in year 2 measure distances travelled by toy cars launched down a ramp. They consider the effect of gradient on the distance travelled, measuring distances accurately. They build simple electrical circuits and study the life cycles of animals. In year 6 pupils compare the growth of seeds in various types of soil. They study ecological food chains and measure forces using Newton meters. Pupils investigate the polarity of magnets and the process of filtration. Attainment in all aspects of science is sound including the development of practical skills.

95 Pupils with special educational needs and those who have English as an additional language make good progress. These pupils are often well supported by trained classroom assistants who help pupils to overcome difficulties with science vocabulary and concepts.

96 Science makes a good contribution to developing basic skills in literacy and numeracy. Pupils write well in science describing their results and tests and regularly employ measuring and counting skills in their investigations.

97 Teaching in science is good overall. Teachers prepare lessons thoroughly. They have clear objectives and have secure subject knowledge of how to make science a practical, experimental subject. Teachers develop good quality learning resources such as torsos with stick-on organs or games involving electrical circuits. Teachers make good use of classroom assistants who contribute to the quality of learning in lessons. The result of this good teaching is pupils who learn well and make good progress. Pupils demonstrate enthusiasm in science. Behaviour is very good, pupils listen well and concentrate on the tasks set for them. Pupils' attitudes make a very significant contribution to the effectiveness of learning. They want to know and find out. Pupils take a pride in their written work. The single unsatisfactory lesson observed suffered from being too prescriptive and was based on poorly chosen activities. As a result learning was unsatisfactory.

98 Progress in science is good throughout the school. The curriculum is well planned so that when topics are revisited pupils' knowledge is extended. The range of the curriculum and regular access to practical work ensures that pupils' skills are developed well. Resources for science are good. The system of boxed equipment for individual topics is helpful to teachers. Assessment procedures are satisfactory, though a portfolio of levelled work would help teachers in making their judgements about pupils' attainment.

ART

99 At the time of the last inspection achievement was satisfactory at Key Stage 1 but unsatisfactory at Key Stage 2. Weaknesses were identified in pupils' knowledge and understanding in both key stages but particularly in Key Stage 2 due to the lack of

understanding of the work of artists and ability to apply such knowledge to their own work. Weaknesses in monitoring, management of the subject and limited resources in terms of non-Western cultures were also highlighted in the previous report. Despite the heavy demands of literacy and numeracy through recent initiatives, achievements in art have been maintained in Key Stage 1 and much improved in Key Stage 2 in many aspects of art. Art is further enhanced by good standards of display in classrooms and corridors about school. Pupils throughout the school make good progress in art, including those pupils with special educational needs and pupils for whom English is not their first language. They achieve standards at least appropriate for their age in painting, printing, collage and observational drawing. When teaching is particularly strong they reach high standards to produce imaginative and creative work. Pupils' experience a wide range of media including, paint, collage, sketching, batik and fabric work and three-dimensional art such as clay, although evidence of skill progression is more limited in this aspect of art. Worthwhile learning experiences provided make a very good contribution to pupils' cultural development.

100 Work is effectively linked to topics. For example, reception pupils use paint and collage well in their frieze *Baby Duck and the Bad Eye Glasses* and paint paper plate faces showing different emotions as part of their topic on the senses. In year 1, they draw a bicycle from careful observation linked to their science topic. Pupils in year 4 explore Viking art designing jewellery and learning about crafts such as spinning and weaving as part of their study on the Viking way of life. In year 6 pupils link their painted frieze work to work in literacy based on *A Midsummer Night's Dream*.

101 Pupils in Key Stage 1 are able to mix shades of colour and demonstrate a range of techniques including painting, marbling and collage to produce *A Barrier Reef Garden* in the style of the Australian artist Ken Done. Year 1 pupils explore pattern, using watercolours, pastels and observational drawing techniques in their study of the work of Gustav Klimt. Older pupils in Key Stage 1 consider the texture of their paint working in the style of Van Gogh. They study Japanese art producing good work including collage textured suns rising, paintings of waterfalls in the style of Hokusai, pastels and collage work including copies of *Plums Orchards in Kameido* by Hiroshige.

102 In Key Stage 2, art is effectively linked to work on other religions and provides good insight into both Eastern and Western cultures. For example, in year 4 pupils produce patterns based in Islamic tiles, calligraphy designs from mosques and Persian rug patterns using paint and collage.

103 Pupils in year 5 are introduced to batik work and include careful evaluation of the process. Plant studies show good progression in observational drawing techniques with careful attention to line and tone and further developed with paint creating depth of colour. Construction of a moving chassis and felt pen rotating patterns link well to science, design and technology and mathematics. Good collage work based on Rousseau's *Tropical Storm with a Tiger*, creates a rich tapestry of texture and colour in year 5, whilst the oldest pupils in Key Stage 2 produce paint and collage designs to a good standard based on the colours and style of Clarice Cliff. By the time they are eleven many pupils produce work to a good standard in drawing, painting and collage. They are encouraged to improve and refine their work. However, although the present art scheme provides breadth and balance, it does not ensure a systematic and even development of skills in all aspects. Skills in claywork, for example are not built upon progressively throughout the school and three-dimensional art is underdeveloped.

104 Pupils' attitudes towards art are very positive. They work with interest and

application. They are enthusiastic and show pride in their results. Pupils work well together and are developing the ability to evaluate their own and each other's work effectively.

105 Teaching from the limited lessons observed is good. Subject knowledge is secure and confidence has improved since the previous inspection. Techniques are well taught and skills in many aspects are carefully developed. In a good year 4 lesson on observational drawing, there was a good focus on careful observation and revision of sketching techniques. Emphasis was placed on the use of artistic vocabulary to explain techniques such as 'proportion' and 'angle', helping to reinforce literacy skills well. Expectations are high with work matched well to pupils' needs and level of development. The good use of the plenary session to show examples of best practice and reinforce teaching points contributes effectively to pupils' skills in self-evaluation and helps them to refine their work. More effective and regular use could be made of sketchbooks to experiment and practise skills and techniques initially, as an introduction to the lesson objective. The last report identified the need to improve resources, particularly from non-Western cultures. There is some evidence of improvement and resources overall are satisfactory. The curriculum reflects art from other cultures well. The recently adapted scheme of work is not yet school specific. There is not yet an effective method of assessing and recording skills progression. The management of the subject does not extend sufficiently to monitoring progress and standards, other than informally.

DESIGN AND TECHNOLOGY

106 The school has maintained the standards of provision for design and technology found during the last inspection. Achievement is in line with national expectations at the end of both key stages.

107 It was possible to observe only three lessons during this inspection, all in Key Stage 2. Further evidence was gained by discussion with pupils, scrutiny of work available and an analysis of teachers' planning. Pupils make good progress in lessons, including pupils for whom English is an additional language and pupils who have special educational needs.

108 Pupils are able to build effectively on skills learned in Key Stage 1. For example, younger children learn to choose appropriate materials and techniques to assemble a vehicle. Year 6 pupils confidently design and begin to build a shelter, using wood dowel and card. Their understanding of the need to modify their plans and actions is enhanced by a team approach to problems. A recent science and technology week enabled pupils to use their learning effectively, as they designed and made battery-powered cars that could race across the playground. Classroom assistants are well used for appropriate support of pupils with special educational needs and they make good progress.

109 Pupils' attitudes are good. They enjoy the activities, working with care, using the materials and tools sensibly. They are proud of their achievements and eager to complete them to a high standard. Behaviour in lessons is good.

110 Teaching is good overall, with well prepared appropriate resources. Planning is thorough, reflecting good subject knowledge that enables pupils to develop their learning at an appropriate pace. Activities such as designing a photograph frame are appropriately challenging, and teachers generally give suitable support to groups as they work together, offering advice and guidance, with timely reminders about health and safety matters when, for example, using glue guns or sharp knives. In a year 3 lesson, skilful questioning helped pupils to refine their ideas appropriately. Displays of pupils' work around the school, such as the Year 2000 Vehicle Race, value and promote the subject very effectively.

111 The co-ordinator has very good subject knowledge which is contributing well to the confidence of her colleagues in teaching this subject. The school is adopting the national scheme for design and technology which is leading to the development of appropriate progression in the planned curriculum. The co-ordinator monitors teachers' planning each half-term and sees samples of children's work. However, assessment is not rigorous and systematic yet and this is limiting the progress of some pupils, particularly in Key Stage 2.

GEOGRAPHY

112 Attainment is in line with national expectations at the end of both key stages. This represents an improvement since the last inspection when standards at the end of Key Stage 2 were judged to be below national expectations. Reasons for the improvement are a detailed policy and scheme of work based on national guidelines and a determination by the school to retain a broad curriculum despite time demanded by literacy and numeracy teaching.

113 Progress is good at both key stages. Pupils' understanding is built on a range of experiences, which move the pupils' knowledge from local to wider and contrasting environments. The youngest pupils visit the local shops and record their findings pictorially.

114 Pupils in Key Stage 1 have sound skills, often developed through topics or stories. Year 1 pupils consider different types of clothes for different weather conditions and learn about the weather in the Caribbean when reading *Anansi and the Spider* in literacy lessons. Pupils in year 2 compare their own locality with the fictitious island of Struay in the Katie Morag stories. They identify similarities and differences between the physical features of the two locations as well as learning about the different occupations. Pupils use correct geographical terms when describing these locations, for instance, 'bridge' and 'river'.

115 Pupils in year 3 have researched and learnt about weather conditions and leisure activities in different countries. Year 4 pupils use maps to find information and evidence when learning about place names and their origins. They locate symbols on a map and identify what these symbols mean using a key. Pupils in year 5 extend their knowledge of maps when they use a plan of the school to plot water movement. They walk around the school and record all the drains and downpipes to identify how water moves to and from the school. In year 6, pupils conduct a detailed local study and can compare the school locality with Pakistan or Bangladesh.

116 The quality of teaching is good and pupils' learning in geography is good as a result. The best features of geographical teaching were illustrated in a year 4 lesson where the teacher provided very good opportunities for pupils to work collaboratively, made very good use of resources, and gave very good support to individual pupils to further their understanding of contour lines. The very good teaching inspired the pupils and as a result they understood the significance of contour lines and could identify symbols on maps using a key.

117 The school has a good policy and scheme of work to support geography teaching and learning. The subject is led by a capable co-ordinator who has a clear vision of how the subject should be developed. Although there are no opportunities for the co-ordinator to look at teaching and learning in other classes currently, time was available for this last year. Resources are good and used well with appropriate use being made of the local environment to widen pupils' knowledge.

HISTORY

118 No teaching was seen in history in either key stage during the inspection, so judgements are made from looking at teachers' planning, displays and discussing pupils' past work. Achievement in history is in line with expected levels at the end of both key stages. This represents a good improvement since the last inspection when pupils' attainment at the end of Key Stage 2 was considered to be below national expectations.

119 Pupils make sound progress in both key stages. Pupils in year 1 are developing a knowledge and understanding of change as they compare differences between clothes worn one hundred years ago and clothes worn today. Pupils in year 2 learn about famous ships and voyages like The Mayflower and The Titanic for example. They make good use of their word processing skills to record accounts of these voyages.

120 Pupils in Key Stage 2 develop their knowledge and understanding of historical events and periods by studying Tudors, the Vikings, the Ancient Greeks and the Egyptians. They talk with appropriate knowledge and understanding about the cultures and lives of people in different periods like Henry VIII and Sir Francis Drake. They identify some of the aspects of life in Tudor times and compare these with life today, accurately pointing out the differences.

121 An investigative approach to history is used at both key stages. Provision is appropriately supported with visitors and visits to places of historical interest, for example to Birmingham Museum to see the Ancient Egyptian display. Pupils in year 4 enjoy a Viking Day. They experienced various aspects of Viking life including costumes and punishments!

122 The school has purchased additional artefacts and books since the last inspection. There is a policy, and a scheme of work based on national guidelines and work is planned to ensure that pupils experience a varied and interesting history curriculum. History is a focus in the school development plan this year and the co-ordinator will use the opportunity to update the curriculum in line with Curriculum 2000. There are no opportunities for the co-ordinator to look at teaching and learning in other classes to ensure that pupils build consistently on what they know, can do and understand.

INFORMATION TECHNOLOGY

123 Standards in information technology are satisfactory and in line with national expectations at the end of both key stages. At the end of Key Stage 1 pupils use computers to write sentences and short paragraphs, which they are able to edit. Pupils demonstrate sound keyboard and mouse skills. Pupils generate computer-based pictures, program devices to move in different directions and use computers to produce bar charts.

124 Year 6 pupils demonstrate more advanced skills reflecting the expectations for their age. They write extended text, merging their writing with pictures and sound to produce multimedia presentations. Pupils apply this ability to create illustrated records of their experiences at a residential outdoor education centre. Pupils use computers to type in instructions to move screen-based images and construct spreadsheets from data they have

gathered themselves. Pupils use palm top computers to write and edit text using spell check and thesaurus facilities. The school provides too few opportunities for pupils to monitor phenomena such as light and temperature and to use the Internet.

125 The school has made significant progress in this area since the last inspection when standards were judged to be below national expectations. This improvement is due to enthusiastic management of the subject and improvements in resources. The training of teachers and support staff to raise levels of competence and confidence has also helped to improve standards. The use of information technology with pupils who have special educational needs has improved since the last inspection and it is now well used.

126 Progress made by pupils who have special educational needs and those who have English as an additional language is good. Both these groups of pupils are well supported by informed classroom assistants.

127 Information technology makes a good contribution to literacy and numeracy. Pupils write extensively, consolidating spelling and grammar skills. In mathematics pupils use computers to draw graphs and very good use is made of the small suite of computers in an old office. Here pupils work through a program that challenges and consolidates their mathematical knowledge in numeracy, data handling and geometry. The program challenges pupils at various levels and allows them to work at their own pace, often fast.

128 Specific time is allowed on class timetables to teach information technology skills. This is very effective in raising standards and helping pupils to learn. The initial teaching session is followed throughout the week with opportunities for pupils to practise their skills at first hand. Teachers demonstrate good subject knowledge using correct terminology, which the pupils then learn. They have clear objectives for teaching sessions, which they share with pupils so that they know what is expected of them. Well trained classroom assistants play a major role in teaching pupils, helping them to overcome obstacles and difficulties in lessons. Pupils' positive attitudes and good levels of concentration help pupils to learn. Pupils' behaviour is very good and this means they can be trusted to work independently with little supervision.

129 Information technology is used by pupils in composing music but in other areas of the curriculum such as history, geography and science its use needs to be developed.

130 Resources are good and they are well used in classrooms and in other specialist areas around the school. The system for recording pupils' attainment is simple and manageable and could easily be adapted to allow pupils to record their own progress in this subject.

MUSIC

131 No overall judgement can be made of standards or progress in music at the end of Key Stage 1 or Key Stage 2. No music was observed in year 6 during the inspection. In Key Stage 1, a narrow range of activities was observed, mainly singing and playing untuned percussion. Pupils in Key Stage 2 discussed their experiences in music and music in assembly was observed. One lesson was observed in year 4. The music curriculum was discussed with the headteacher as there is no designated co-ordinator at the moment.

132 Standards in singing are satisfactory by the end of Key Stage 1 and pupils, including those with special educational needs and English as an additional language, make satisfactory progress in this aspect. By year 2, pupils can sing songs from memory, such as the *Music Man* in the reception class, weather songs in year 1. Singing is rhythmic and pitch is generally satisfactory. They can sing a round with support. Pupils play untuned percussion instruments with more enthusiasm than skill but can name a range of instruments. In year 4, pupils sing with a satisfactory sense of pitch and rhythm. They successfully sing a round. In year 5, there was some good attainment in singing spirituals with the help of pupils from a local secondary school. Pupils listened attentively to music in this assembly, sung by the young people. They were enthusiastic and appreciated the experience of considering the theme of slavery and persecution in this context. Year 5 pupils also performed songs they had sung as part of the Handsworth Choir in the Symphony Hall. A professional musician taught them as part of a performance of *The Journey*, a musical piece based around the issues of school attendance. Pupils sing rhythmically in a range of styles, including 'Rap'. The pitch and range of voices is good. Attention is given to length of notes, and to diction. They sing the songs from memory and observe soft and loud passages. They also sing a song *Thank You* with signing, taught to them by the neighbouring special school. By year 5 pupils have made good progress in singing. They also appreciate the music in assembly and show great interest and enthusiasm. Behaviour is very good.

133 The quality of teaching observed in Key Stage 1 and in Key Stage 2 was satisfactory overall within a narrow range of activities, but when the teachers were less confident or secure in the subject or aspect, it was unsatisfactory and limited the opportunities for pupils to learn. Many opportunities are missed to improve the standard of singing in school, for example by drawing attention to good posture or pronouncing the words carefully and singing notes for the correct length of time. Teaching by professional musicians, in school on occasion and on visits, enriches pupils' learning. A small recorder group is making satisfactory progress, as seen when they played in assembly. The teaching of singing is also enhanced by the weekly visit of a pianist.

134 During this period of flexibility in the demands of the curriculum for music, the school has maintained provision and enhanced it since the previous inspection by using special focus times as well as a weekly lesson. Pupils listen to and experience music from a range of cultures, as when an African drumming group visited. A few pupils have the opportunity to learn to play a recorder or brass instrument. A scheme of work has been adopted to provide a progression in learning, an improvement since the previous inspection. The school has been without a subject co-ordinator for music so that teachers with little musical expertise or experience have not had enough support and training to improve their confidence and raise standards further.

PHYSICAL EDUCATION

135 At the previous inspection standards were satisfactory in both key stages, but were more variable in Key Stage 2 with some unsatisfactory progress in a few lessons. Overall progress was satisfactory in both key stages. Attainment in swimming was below average. Teaching was satisfactory and in Key Stage 1 was good in the majority of lessons seen. Satisfactory standards have been sustained since that time but the absence of a co-ordinator to manage the subject has resulted in limited guidance for teachers. This was evident in some of the lessons observed and lowered the quality of teaching.

136 Pupils make satisfactory progress in acquiring skills, knowledge and understanding as they move through the school including pupils with special educational needs. By the end of Key Stage 1 pupils are able to work with safety, following instructions. They have a good awareness of the space about them and a sound understanding of why they need to 'warm-up' at the beginning of a lesson. They are able to work independently and with a partner and demonstrate satisfactory skills in controlling a ball while bouncing, sending and receiving a ball from a partner in games lessons. However, the tight control by some teachers results in a lack of independence and creativity for the oldest pupils in Key Stage 1.

137 By the end of Key Stage 2 pupils build on earlier skills to create and refine a sequence of rolls, jumps and balances, working co-operatively with a partner. Higher attaining pupils sustain balances well and sequences are often thoughtful and imaginative. They move with varying speed and direction. In dance, in the better lessons pupils move freely to Asian music. They work together well in pairs, some more able pupils, particularly boys, interpreting the music, imaginatively and performing to a high standard. By contrast, a significant minority, mainly girls are much more inhibited in their movement. In games, the oldest pupils make good progress in their learning. They work well individually, in pairs and in teams, showing a good awareness of safety and a good team spirit. Pupils are able to pass a ball accurately and at speed. They show good attack and defence skills, intercepting well and using the hall space well. In these lessons, skills in passing, footwork and use of space all improve because the teacher focuses clearly on the systematic development of skills.

138 In the swimming lesson observed pupils made satisfactory progress in developing confidence to enter the water safely, stand in the pool and touch the pool floor. A few are beginning to float with aids but progress in swimming by the time pupils leave the school is unsatisfactory with few pupils receiving distance awards because opportunities to extend these skills out of school are limited.

139 Most pupils demonstrate positive attitudes to learning. They enjoy physical education and when sufficiently interested and challenged, as in the year 6 games lessons, attitudes to learning are good. Occasionally some pupils are inhibited in dance lessons. Where teaching is weaker, pupils are sometimes noisy and restless and behaviour for a few pupils deteriorates. Most pupils enjoy working together in groups and teams and support one another well.

140 Whilst standards of teaching and learning are satisfactory overall they vary in both key stages with unsatisfactory teaching observed in both. Where teacher expertise and enthusiasm is high, for example with the oldest pupils, pupils acquire skills well, gain accurate knowledge and deepen their understanding. In the unsatisfactory teaching teachers do not emphasise safety aspects, allowing pupils to perform, wearing jewellery. They do not encourage independence and creativity but through high control and over direction inhibit self-expression. Sometimes teaching is superficial and there is little evidence of skills improving. Management skills of a few teachers are unsatisfactory resulting in restless and noisy pupils and a deterioration in behaviour. In several lessons there is no opportunity for pupils to 'cool down' after rigorous exercise. The majority of teachers manage classes appropriately enabling pupils to concentrate and make progress. The most successful teaching takes place when teachers' expectations are high and they challenge pupils' intellectual, physical and creative effort, as demonstrated in a year 6 games lesson focusing on chest and bounces passes. Most lessons proceed at a brisk pace with teachers and pupils appropriately dressed for physical activity.

141 There is a good range of learning opportunities for pupils to experience, including an opportunity for a residential experience during their time in school. Good links have continued with Warwickshire County Cricket who provide coaching in this sport which is well responded to by pupils. A good range of extra-curricular activities enhance physical education, including football for five-a-side and eleven-a-side games, rugby for small-sided games, cricket and a netball club. Pupils also participate in an athletics competition each year. The skills and knowledge acquired through these club activities contribute effectively to pupils' performance in lessons.

142 The absence of a co-ordinator at present is reflected in weaknesses evident in some lessons. For example whilst planning across year groups is the same for all pupils, the delivery of lessons in some year groups differs in terms of the demands of the tasks and use of resources. The superficial teaching and weaknesses in management by some teachers reflects a lack of monitoring and evaluation. Assessment procedures are inadequate to ensure accurate monitoring of pupils' progress.

RELIGIOUS EDUCATION

143 By the end of both key stages, pupils are achieving the expected standards outlined in the Agreed Syllabus and local authority guidelines for the teaching of religious education. This shows an improvement in standards at Key Stage 1 since the last inspection. Standards in Key Stage 2 have been maintained. Pupils have good opportunities to reflect on religious and spiritual matters across the school.

144 By the end of Key Stage 1, pupils have an appropriate knowledge of religious festivals throughout the year, particularly in the Christian and Moslem faiths. They are familiar with the Easter story and some Bible stories such as *The Lost Sheep*, and are aware of the significance of holy books. The importance of respect for the beliefs of others is central to their learning. For example, there are attractive displays side by side in the hall depicting Hajj and Easter. By the end of Key Stage 2, most pupils have an appropriate understanding of the world's major religions and the importance of caring and respecting each other's beliefs. Year 5 know about the significance of the Passover festival, and the symbolism behind the Seder plate. Year 4 pupils discuss the rituals associated with death in the Jewish, Hindu and Christian faiths, and year 6 pupils describe the eight-fold path in Buddhism. However, some pupils find great difficulty in distinguishing between facts relating to faith and those relating to geographical or historical information, but overall pupils make satisfactory progress in both key stages.

145 The majority of pupils in Key Stage 2, including pupils with special educational needs and those for whom English is an additional language, use their knowledge and understanding to think about world issues, such as human suffering and its causes or remedies. Pupils have strong views about oppression after learning the story of Martin Luther King, and year 4 have strong opinions evoked by Anne Frank's story. Progress is very good in developing an understanding of the need for rules of behaviour in class and around the school, contributing significantly to the respect shown for other people's rights and pupils' own responsibilities. Key Stage 1 pupils learn about sharing and caring and human emotion, which contributes well to the development of appropriate attitudes in pupils.

146 Pupils' attitudes in lessons and assemblies are very good. They show enthusiasm and an eagerness to contribute in most lessons and assemblies, listening attentively to other people's ideas and thoughts, particularly in years 5 and 6. Their ability to sustain concentration is excellent.

147 The quality of teaching is varied, ranging from excellent to unsatisfactory. Lessons are well planned, using the local guidelines, and most teachers use appropriate questioning to stimulate interest and move learning forward. Resources are well prepared and used in most cases. There is generally a good pace and effective methods are used to enable pupils to take full advantage of the opportunities. Where the teaching is excellent, pupils are visibly moved by the inspirational methods used to share experiences. The unsatisfactory teaching reflects insecure subject knowledge. This has the effect of reducing coherent thinking, pace and enthusiasm in the introductory sessions, so that pupils are unclear about their learning and the nature of intended tasks.

148 There is no co-ordinator for religious education although the school intends to appoint one to be in place for the summer term.